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ABSTRACT

This report is primarily an assessment of needs for extra-family child care and early education in Monroe County, Indiana (as of April 1974). First, child care and early education are discussed in their historical contexts from a social-systems point of view. After these general considerations, the scope of the needs of young children in Monroe County is analyzed, using the 1970 census, with consideration for both users and providers. Several previously conducted needs assessment surveys of specific user groups are summarized (RCA and Bloomington Hospital employers, personnel directors in local industry, and Head Start families). The procedures for data collection used in the present survey are described, the major effort being directed towards administration of questionnaires to both directors and parents of children in full- and part-day centers and kindergarten. Results of the survey are given and alternative strategies for dealing with the issues raised by the survey are suggested. Appendices include the questionnaires used and a complete statement of the child care needs reported on the questionnaires. (ED)

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AN ASSESSMENT OF EXTRA-FAMILY CHILD CARE AND EARLY EDUCATION NEEDS IN MONROE COUNTY, INDIANA

Lawrence J. Schweinhart

June, 1974

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Socio-Political Issues Monograph
Interdisciplinary Doctoral Program on Young Children
Indiana University

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AN ASSESSMENT OF EXTRA-FAMILY CHILD CARE
AND EARLY EDUCATION NEEDS
IN MONROE COUNTY, INDIANA

The following is primarily an assessment of needs for extra-family child care and early education in Monroe County, Indiana as of April, 1974. Formal extra-family child care has been in existence for well over a century. The first step here is to place child care and early education in its proper historical context. It may be seen as a phenomenon of social change; hence the value of dealing with it from a social-systems point of view.

The methods of systems thinking have recently come into prominence in social and educational planning. Systems thinking is especially useful as a means of coordinating extra-family child care and early education, which has been a diverse hodgepodge of persons with similar purposes, but little communication among themselves. It has the advantage of countering the narrowness of concern prevalent among scientists, practitioners, and others concerned with child care and early education.

After these general considerations, the scope of the needs of young children in Monroe County, Indiana will be analyzed, utilizing the 1970 Census. Both users and providers of services are to be considered. Several needs assessments of specific user groups have been conducted in the recent past and will be summarized. Then the procedures of data collection used in the present needs assessment will be described. The major effort here was directed to the administration of questionnaires to both directors and parents of children in full-day centers, part-day centers, and kindergartens. The findings from these questionnaires and other sources will be presented in organized fashion. Finally, alternative strategies will be suggested for dealing with the issues raised by this needs assessment.

Historical Context

The first day-care center on record was organized for working mothers in Paris, France in 1844. A day-care center was established in 1854 in New York City for the children of mothers working at a hospital there. Since then, extra-family child care in this country has served as a barometer of crisis. It gained a foothold during the Civil War. Funded by the Works Progress Administration, it grew during the Depression, then receded at its close. During World War II, both government and industry subsidized day care so that mothers might work in defense industries. But during this time, as was reflected at a Washington conference in 1941, it was believed that children needed the constant attention of their mothers and that only a real emergency could justify day care (Fredrickson & Mulligan, 1972).

During the same period, early education was achieving status as a desirable luxury of the middle class. Cooperative nursery schools began to flourish in the 1920s. Universities began to sponsor and to defend pre-school programs. In the 1960s, the Montessori movement was revitalized (Young &

Jackson, 1973).

Early education has always had some influence on extra-family child care. That influence was especially strong when, in the 1960s, the Federal government, urged on by child development experts, provided massive aid for the early education and care of poor children, attempting to "break the cycle of poverty." The methods were often those of the nursery school; the children were those traditionally touched by day care. The distinction between day care and nursery school was becoming blurred.

There are other reasons to downplay the traditional distinction between day care and nursery school. Ruderman (1968) argued persuasively that day care should no longer be linked with social case-work, that it should no longer be regarded as a symptom of personal pathology or the "disease of poverty."

The current movement to increase the sex-role alternatives of women makes the expansion of day care practically inevitable. Regardless of whether or not liberation rhetoric is present, it is clear that American women are tending more and more to spend their time in ways other than homemaking and family child care. And many of these women are mothers. In 1940, only one mother in eight worked; in 1968, one in three did (Ruderman, 1968, p. 4).

It is not poverty that creates a need for extra-family child care--it is the temporary absence of family members who would otherwise give care to children. Financial pressure can lead to this absence. So can new social customs. Thus the custodial function of extra-family child care is becoming more widespread.

But the custodial function of child care is not opposed to its educational function. The financial or social needs of the parents ought to be independent of the developmental needs of their child. And as more and more parents make use of the custodial function of extra-family child care, the demand for a concomitant educational function within the same care setting is also likely to grow. Hence the distinction between day care and nursery school becomes increasingly cumbersome.

The expansion of extra-family child care also brings with it the growing institutionalization of its services. It is moving from a random, piecemeal collection of activities to a systematic coordination of effort. It is at this point in the emergence of a new social system that systems thinking in general and needs assessment in particular become appropriate and potentially fruitful.

Systems Thinking

Systems thinking is a scientific approach, directed towards whole sets of things rather than the individual things in isolation from one another (Emery, 1969). Systems thinking has been applied both to machines and to living organisms. A social group--for instance, those involved in extra-family child care and early education in a community--may be characterized as an open system. They are a system in that each individual has some relationship or similarity with every other individual involved. For example, a nursery school teacher and a day-care home mother (licensed to care for several children in her own home) may or may not have met; but they are similar (hence parts of the same system) in that they protect children from harm, occasionally acquire toys for the children, accept a fee for their services, and so on.

An open system has the special property that it can never reach a state of equilibrium, but is constantly involved in give-and-take with the environment (Bertalanffy, 1950). Extra-family child care and early education certainly qualifies as an open system in this respect. Caregivers and teachers have the continual task of taking the small child--blind to danger and social amenities, seeking to know more about himself and his world--and transforming him, however possible, into a safe, socialized, and knowledgeable person. Even when this task reaches some arbitrary point of acceptable success, or when the child leaves the system by starting school or moving from the community, the task continues because new children are born who enter the system just as danger-prone, socially inept, and curious as their predecessors were.

Another area of systems thinking is Wiener's (1954) concept of cybernetics: the self-regulation of a system through feedback. Both external and internal feedback are useful in the self-regulation of a system. A simple example of the use of external feedback is when an individual walks around a wall rather than into it. The present needs assessment is largely a mechanism of external feedback for the system of extra-family child care and early education in Monroe County. For instance, the environment--that is, a substantial number of parents--reports a need for infant care. The system, if it is regulating itself properly, must respond in some way to this need--through convincing parents that the need does not exist or, more likely, through providing some form of infant care.

It might be noted at this point that extra-family child care and early education constitute a voluntary system, in that families may elect to enter or not to enter this system. As mentioned previously, there are economic and social pressures that bear on this decision, but it is nevertheless a voluntary one. This voluntary nature provides the ultimate justification for taking external feedback seriously: if it is ignored too much, input to the system will cease.

Also useful in the self-regulation of a system is internal feedback--information flow from one part of the system to another. A major function of internal feedback is to increase efficiency and avoid duplication of effort. For instance, a day-care home mother and a nursery school teacher are both buying toys. If they bought them together, they would get reduced rates. But this requires communication, internal feedback within the system. Monroe County does have a mechanism for internal feedback in the Community Coordinated Child Care (4C) Association. But this mechanism is effective only to the extent that the various components of extra-family child care and early education use it to communicate with one another, as well as with the rest of the community.

Systems thinking has recently been applied to educational planning and administration (see, for example, Milstein & Belasco, 1973). The system presently under consideration is enough like an educational system that the advice of such educational writers is pertinent. True, it has the additional component of extra-family child care, but it might easily be argued that almost all educational systems participate in such child care to some extent.

The general procedures for administration advocated by Kaufman (1972), Havelock (1973), and others is to plan, do, and evaluate. Great stress is placed on the importance of careful and circumspect planning, with all affected parties represented. When the plans have been carried out and evaluated, the evaluation should feed back into further planning: thus the system regulates itself. The present needs assessment may be seen as a phase of planning or evaluation. Thus Kaufman and Havelock would counsel that it be done carefully and that it include representatives of every group affected--especially parents and other community people, the children served, and those who provide the services. In this instance, children were represented for the most part by their parents. Kaufman and Havelock would further require that the present needs assessment be only one of a series of needs assessments, each providing the system with a checkpoint for self-correction. Once the system responds in some ways to the information presented here, another needs assessment will be in order to provide feedback on the success of those responses, as well as to monitor the continuing and emerging needs of the community.

Kaufman (1972) shares with Hill (1972) a further concern that planning be done at various levels of abstraction and concreteness. Abstract goals offer a purposefulness to the system. Concrete, specific behavioral objectives provide a means to verify whether such purposes are being accomplished. The exclusion of either abstract goals or behavioral objectives from planning is a mistake, according to Kaufman and Hill. Without behavioral objectives there is no accountability, no way to determine if the system is achieving its goals. The absence of explicit behavioral objectives in most early education or care situations makes it impossible for parents and others, first, to decide whether they agree with those objectives and, second, to observe whether or not the objectives are being met. For instance, some parents might want a teacher to reprimand their child for hitting another child. Some teachers might not share this objective and, of those that do, some might not consistently achieve it. But without the teacher's behavioral objectives being made explicit, a parent has no way of knowing these things.

But behavioral objectives alone are not enough, for alone they may easily lack an overall, system-wide purposefulness. Indeed, Hartley (1968) sees the introduction of systems analysis as a healthy move away from the industrial management approach to educational administration of the preceding three decades. The problem with the industrial management approach was that it showed a disproportionate concern with the cost of individual items, regardless of how they fit into the purposes of the curriculum. In other words, purposefulness was never seen to pervade each element of the system. Such lack of purposefulness can be seen as the principal deficit of non-educational child care. Toys, when they are acquired, are acquired because they are inexpensive or superficially interesting, but with no underlying rationale for their use. A child is allowed to react to a toy, the television, or another person, but with no overall sense of purposefulness to these activities.

A needs assessment is also a potential victim of a lack of purposefulness. With this in mind, pains have been taken to carefully define and analyze the scope of the present needs assessment.

Scope

The present assessment is concerned with the needs of persons residing in Monroe County, Indiana for extra-family child care and early education. The U. S. Bureau of the Census (1971) reported that there were 84,849 persons residing in Monroe County in 1970. The Census Bureau estimated the population to be 88,600 in July, 1972. If the growth rate remained the same, the projected population for July, 1974 would be about 92,350.

As stated previously, the system of extra-family child care and early education is seen to serve two functions: a custodial function of protecting the child from harm and an educational function of providing the child with opportunities for development and learning. The educational function should apply equally to all children; early education is arbitrarily defined here as that which occurs before the child enters first grade. The custodial function results from the temporary absence of family members who would otherwise give care to the child. The custodial function is most necessary with younger children who, in some cases, require constant vigilance. This function recedes in importance as the child becomes older, both because he becomes increasingly able to care for himself and because the school assumes this function for a large part of the time. Hence, with the important exception of after-school and summer care for younger school-age children, extra-family child care potentially extends to all children under school-age. The U. S. Bureau of the Census (1971) reported that there were 7925 children five years old and younger in Monroe County in 1970; with a uniform and constant growth rate, the projection for 1974 would be about 8600.

The next question to be answered is how many of these children receive care or education outside of their families. At the time of the present needs assessment, there were approximately 2188 children enrolled in full-day centers, part-day centers (nursery schools and the like), kindergartens, and licensed day-care homes (discounting multiple enrollments of the same child). This constitutes 25.4% of the children five years old and under in the county. To this must be added a substantial number of children cared for by babysitters--58.6% of the sample polled in the present needs assessment used babysitting services. While these parents are perhaps more likely to use any form of extra-family care, their need is already met to a large extent by the various centers. If this percentage of those using babysitters holds across all parents in the county, an additional 3750 children receive this type of care. Thus it may be estimated that about 5900 of Monroe County's 8600 young children receive some sort of extra-family child care and early education.

Within the population of Monroe County, several categories of persons have a special interest in extra-family child care and early education. As mentioned before, the reason for the custodial function of extra-family child care is the temporary absence of family members who would otherwise give care to their children. A major cause of such absence is the employment of a child's mother. In 1970 (U. S. Bureau of the Census, 1971), there were 14,866 women aged 16 and over in the labor force in Monroe County, 41.4% of the total labor force. Of these working women, 1804 had children under 6 years of age. There were only 5090 women with children under 6 in the county; 35.4% of them were employed.

The educational function of extra-family child care and early education came to the fore in the 1960s with the advent of the Federal war on poverty and the creation of Project Head Start. In 1970, the Census Bureau reported, 1420 of the 18,825 families in Monroe County, 7.5%, had annual incomes below poverty level. Poverty level, according to Federal guidelines, varies with the size of a family and whether it is rural or urban; the average annual income of the financially poor families of Monroe County was $1936. Only 4.9% of these families received public assistance funds. Children under 6 years old were members of 594 financially poor families, about 900 children in all.

Two other facts about the population of Monroe County should be noted. First the presence of the Bloomington campus of Indiana University renders the overall educational level of the community quite high--with a median of 12.6 years of school completed by persons 25 years old and older. Second, the population of the county turns over at a surprisingly rapid rate--44.6% of persons five years old and over living in the county in 1970 did not live in Monroe County in 1965.

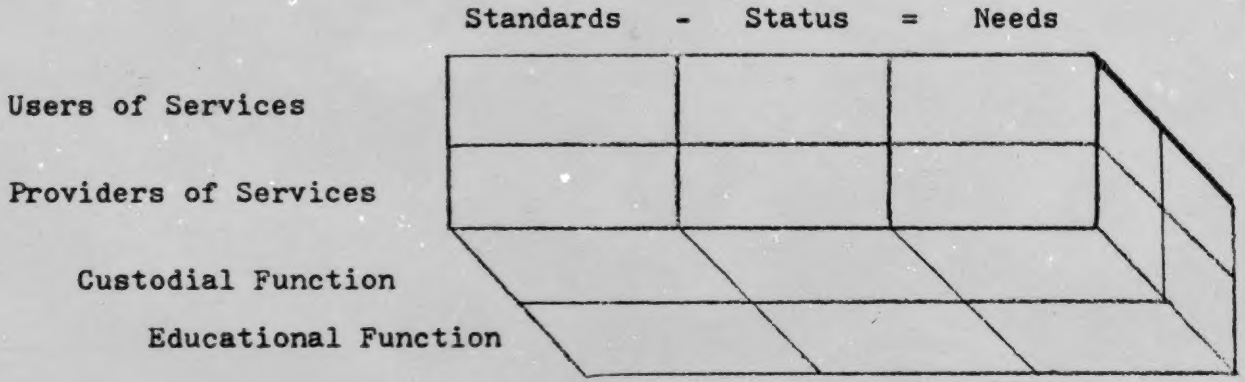
To summarize, this is an assessment of the needs of persons residing in Monroe County, specifically involving children five years old and under who receive extra-family child care and early education. Special groups within this population are the children of working mothers and children from financially poor families. Two unique features of the population of this county are its high educational level and its rapid turnover rate.

An assessment of needs must take into account two fundamental factors in the persons it studies--their status and their standards (Education Commission of the States, 1973; Kaufman, 1972). The status of people involves much of the information just reviewed--how many of them there are and in which categories. A great deal of this information is available from the census administered by the Federal government every ten years. The standards of people are statements of what they require to be satisfied. The discrepancies between people's status and their standards are defined as their needs.

Analytically, two categories of people concerned with extra-family child care and early education may be identified--users of services and providers of services. Both parents and children use these services in different ways. These uses have been identified as the custodial function and the educational function. Thus a matrix of categories essential to the present needs assessment would contain status and standards, users and providers of services, and the custodial function and the educational function. This matrix is graphically presented in Table 1. These categories were useful in the conceptualization and design of the present needs assessment.

Table 1

Categories of Needs Assessment



Previous Needs Assessments

Before proceeding to the present needs assessment, it would be well to consider the several needs assessments of components of extra-family child care and early education which preceded it. Sequentially, they were conducted with RCA employees, personnel directors in local industry, Head Start families, and Bloomington Hospital employees. In addition, there is the listing of "Pre-School Facilities in the Monroe County Area," compiled annually by the Monroe County Council for Early Childhood Education and the Monroe County 4C Association, and published by the Greater Bloomington Chamber of Commerce. Information from the latest listing (1973) was incorporated into the presentation of data from the present needs assessment.

RCA Employee Survey

In December, 1970 the RCA plant in the Bloomington area surveyed employee interest in day care. Of 15 respondents, 12 had their children cared for by a paid babysitter, and 2 had their child in a child-care facility. Five were dissatisfied with their present arrangement; 4 said they couldn't afford it. With regard to location, 7 preferred child care near their homes, and 6 preferred child care near work.

Interview with Personnel Directors

In July, 1972 the Bloomington Common Council Manpower and Employment Task Force, chaired by Brian De St. Croix, conducted interviews with the personnel directors of the major industrial employers in the area. The pertinent section of their report, "Preliminary Analysis of Manpower and Employment in the Greater Bloomington Area," is quoted as follows.

> To try to determine the child-care situation in the county, the subcommittee met with personnel directors of the major industrial employers in the area. Generally, each of the employers had similar experiences with their women employees. When hiring women with young children, they maintained they always inquired about provisions for child-care. The response of the mothers is almost always "I've taken care of it", and the employer's inquiry usually stops there. All of the people interviewed acknowledged that child-care was a factor which had to be considered when hiring women. Several of them felt women with problems of providing good care would simply not even apply for jobs; there was general agreement that if a woman did not have satisfactory arrangements, but needed the job,

she very well might not indicate her problem. For these reasons and the fact that break-out in male/female employee records is interpreted as a violation of civil rights, employers were not able to provide an accurate picture of their employees' child care needs. However, there was general agreement that turnover would be lower if employees were not concerned about child-care, and that absenteeism would be lower. Typical comments were, "We're very concerned about this, but...never have considered child-care tho' we might be coming to that." "If the problem was crucial, (we'd) provide our own." "It will probably cut down on turnover." "We have an interest in this, but probably wouldn't help." "We recognize the need and would be willing to help if necessary." The consensus, with one exception, seemed to prefer a community operated center to one run by the company itself. Objections raised are generally disinterest, "it will take care of itself," philosophical (disruption of the family; mainly against hiring women generally), cost, and fears of liability.

The following is a summary of data about the employment situation at several major employers in Monroe County.

Sarkes Tarzian

Total employees: 1200
Female employees: 600
App. no. of female employees with young children: 150
% of work force from Monroe County: 50%
Average working wage: ?
Shift times: 7:00 a.m.-3:30 p.m.
4:00 p.m.-12:00 a.m.

Indiana University - Service-maintenance staff:

Total employees: 5500
Salaried employees: 3980
Total female: 3500
Average salary: $171.20-$261.70

Westinghouse:

Total employees: app. 800
Female employees: 160-170 (mainly hour)
App. no. of females
on production line: 100
Average salary, code 7: $482.65-609.39
Hourly wage range: $2.495-$5.08
App. no. of work
force from Monroe Co. 500
Shift times: 7:30 a.m.-4:00 p.m.
4:00 p.m.-12:00 a.m.

Otis Elevator:

Total employees: 739
Female employees-
plant: 83
salaried: 47
Women with pre-school
children: 27
Work force from
Monroe County: 484
Hourly wage range: $2.49-$3.59
Average working wage: $3.00
Shift times -
plant: 7:00 a.m.-3:30 p.m.
salaried: 8:00 a.m. - 4:30 p.m.

Bloomington Hospital:

Total employees: 596
Female employees: 494
Work force from
Monroe County: app.80%
Hourly wage range: $1.85-4.50
Average wage range: $2.25-3.00
Shift times: 7:00 a.m.-3:30 p.m.
3:00 p.m.-11:00 p.m.
11:00 p.m.-7:00 a.m.

RCA:

Total employees: 6980
Female employees: 4550
% of work force from
Monroe County: 15% (varies according to recruitment drives)
Average hourly wage: $2.60
Shift times: 7:30 a.m.-4:00 p.m.
5:00 p.m.-1:30 a.m.

General Electric:

Total employees: 1300
% female: 40% (app. 520)

House of Pizza:

Minimum hourly wage: $2.80

Head Start Needs Assessment

In the Spring of 1973, Elizabeth Kuhlman conducted an elaborate needs assessment of families connected with Project Head Start in Monroe County. It involved structured interviews with parents of 126 children (95 families), as well as questionnaires given to first-grade teachers and Head Start teachers and aides. The full report is available at the offices of the Monroe County Community Action Program. The following is a brief summary.

According to the 1970 Census, there were 370 low-income children aged three to five in Monroe County. Thus, the 126 children served by Head Start at the time of the assessment were 34% of those eligible (Head Start presently serves 150 children--41%).

It was found that 42% of Head Start mothers were employed (thus 60 spaces for full-day care were provided in the following year). Busing was found to be justified, since only 22% of the parents could provide transportation to the Head Start centers.

Most parents reported that Head Start was worthwhile and helped their children do well in school later on. Curriculum, discipline, health care, and nutritional needs were also investigated.

Bloomington Hospital Employee Survey

In December, 1973 approximately 600 child-care questionnaires were distributed under the auspices of the 4C Association to the employees of Bloomington Hospital. Of the 440 returned, 95 reported that they had children below school age or in kindergarten: 7 had infants, 22 had one-year-olds, 16 had two-year-olds, 27 had three-year-olds, 24 had four-year-olds, and 27 had five-year-olds. Of these individuals, 63 worked five days a week, while 32 worked part-time. There were 52 on day work (mostly 7:00 AM to 3:00 PM), while 32 worked at night. Almost all (85 persons) sometimes worked on weekends. Table 2 indicates the type of care they used.

Table 2

Type of Child Care Used by Hospital Employees

Type of Care	Number	%
Babysitter	45	42.1
Relative[1]	31	29.0
All-day Day Care Center	9	8.4
Half-day Nursery School	7	6.5
Licensed Day Care Home	7	6.5
Other	8	7.5
	107[2]	100.0

[1] Father included by some.

[2] N=95. Multiple listing by some.

Some dissatisfaction with present child care was indicated by 22 people: 8 thought care too expensive, 6 felt it was undependable, 5 said they drove too far to obtain care, and 3 gave other reasons. Fifty-three of the 95 persons said they would consider using reasonably priced, quality day-care facilities.

Method of this Needs Assessment

Zamoff & Lyle (1973) quite rightly identified the two most important criteria for a sample of persons in an assessment of child care: the need for representativeness of the population as a whole and the need for a substantial number of users of child care to be included within the sample.

There is really only one way to obtain a representative sample of a population, and that is by random sampling or modified random sampling. Zamoff (1971) stated that, "A representative sample of 200 respondents with children below age six would probably be the minimum required to obtain useful, adaptable information on day care needs and services. A total of approximately 1,200 brief screening interviews might be required to locate 200 respondents with children below age six [p. 57]." Zamoff estimated the cost of obtaining 200 telephone interviews with respondents with children below age six at $7,276 or of 200 personal interviews at $9,801. Such a study would be of great benefit to this community; and it is urged that it be carried out in the near future. But such sampling procedures were considerably beyond the resources available for the present needs assessment.

Thus the primary criterion to be considered became the need to find a substantial number of users of child care. The most obvious places to find these people were in the various centers in Monroe County which provided extra-family child care and early education. In 19 full-day centers, 12 part-day centers (nursery schools), and 18 school-connected kindergartens, there were 1888 young children enrolled. In no other way could so many appropriate persons be contacted with an equal amount of effort. The representativeness of this sample could then be verified after-the-fact by comparing it to 1970 Census data.

At the Monroe County Community Coordinated Child Care (4C) Association meeting on March 27, 1974, a majority of those present voted that the needs assessment be conducted under the auspices of the 4C Association. Beginning April 1, 1974 the directors of the various centers were contacted first by telephone and then in person. The purposes of the needs assessment were explained to them, and they were each given one copy of the questionnaire entitled "Questions of Child-Care Centers/Kindergartens" and a sufficient number of copies of the questionnaire entitled "Questions of Parents" so that one copy might be given to each family with a child or children in the center. These questionnaires are reproduced in Appendix A. Directors were instructed to tell parents that they could either return their questionnaire to the center where it would be picked up or mail it to the president of the 4C Association, Mrs. Frances Fedderson, using the pre-printed address label enclosed in each envelope. This procedure was carried out in each center, with significant exceptions to be noted. In Project Head Start, all the questionnaires were given to the project director, Mrs. Pauline Dyer, to be distributed to the teacher aides from all four Head Start centers at a meeting later that day. For the school-connected kindergartens, the elementary school coordinator of the Monroe County Community School Corporation, Dr. David Ebeling, was first contacted. At his invitation, the author attended a meeting of kindergarten teachers on April 3, 1974 to explain the questionnaires. However, only a few teachers were present. The school corporation had its spring vacation from April 6 to April 14. After this vacation, the questionnaires were sent with a cover letter through inter-school mail to each kindergarten teacher. So, in Project Head Start and the kindergartens, those who would distribute the questionnaires were not personally contacted, for the most part. Also, the parent cooperative day-care centers have no hired director in charge. Some have regular meetings and some have convenient locations within the center for the dispersion of questionnaires. The questionnaires were left with whichever adults were at the center when questionnaires were brought there.

Each center or kindergarten received 1 center questionnaire (except one of which the director was in the hospital); a total of 48 center questionnaires were distributed. The center questionnaires were either returned or most of the information was obtained by telephone interview. It ought to be mentioned that no Head Start centers and only 3 kindergartens returned these questionnaires. This and low response rates on parent questionnaires can be attributed to two factors common to both Head Start and kindergartens. First, the teachers were not personally contacted. Secondly, the overall load of forms to be completed by teachers and parents in these organizations tends to be greater than in independent centers. A lengthy curriculum-evaluation form had been distributed to Head Start parents only the month before. But with regard to the center questionnaires, much of the information requested was obtained from the central administrations. Of the 48 center questionnaires distributed, 28 were actually returned--58%. Excluding Head Start and kindergartens, 24 were returned out of 26 distributed--92%.

Parent questionnaires were provided for 1887 respondents. Of these, 331 were returned, an overall return rate of 18%.

The number of parent questionnaires distributed and returned and the return rates for full-day centers, part-day centers, kindergartens, and those who did not indicate their center affiliation are shown in Table 3.

Table 3

Response to Parent Questionnaires by Type of Center

	Number of Parent Questionnaires		
Type of Center	Distributed	Returned	%
Full-Day Centers	496	127	26
Part-Day Centers	521	129	25
Kindergartens	870	74	8
No Center Reported		18	
All Centers	1887	348[1]	18

[1] The number of parent questionnaires returned was 331. Of these, 17 reported affiliations with 2 centers.

For the parents connected with full-day centers, 496 questionnaires were provided; 127 were returned, a response rate of 26%. The parent cooperative day care centers surprisingly showed the strongest rate of return, returning 45 of the 96 questionnaires provided for a response rate of 47%. The poor response rate of 15% for Head Start centers, as stated above, was probably due to the fact that the teachers were not personally contacted and that the form load for parents is heavy anyway. Low response rates at other centers can perhaps be explained by apathy towards the assessment on the part of parents; the reasons for such apathy are not clear. Table 4 displays the number of parent questionnaires distributed and returned and the return rate for each full-day center.

The breakdown of questionnaires distributed and returned to part-day centers, that is, nursery schools or pre-schools not affiliated with the school corporation, is shown in Table 5. Parent questionnaires were provided for 521 families connected with part-day centers; 129 were returned, for a return rate of 25%. The rate of return from part-day centers, comparable to the rate of return from full-day centers, surely reflects a commitment among nursery school parents to the purposes of this assessment.

As described above, parent questionnaires were distributed to kindergarten teachers with the instructions to distribute them to parents. The success of this endeavor is shown by the breakdown in Table 6. To this end, 870 parent questionnaires were provided; 74 were returned--a response rate of only 8%. Without kindergartens, the overall response rate for the needs assessment would have been 25%; with them the response rate was reduced to 18%. But, proportionate to the effort, the additional information gained was worthwhile. A case can be made that kindergarten parents in this assessment are the group most representative of all parents with young children in Monroe County. According to the U. S. Bureau of the Census (1971), there were 1335 five-year-olds in Monroe County in 1970. The school corporation reported a kindergarten enrollment of 870 in the spring of 1974. This constitutes about 65% of the total population of five-year-olds. So it can be argued that the 74 kindergarten parents returning questionnaires came

Table 4

Response to Parent Questionnaires by Full-Day Centers

Organization/ Center	Number of Parent Questionnaires Distributed	Returned	%
Area Vocational	14	6	43
Bloomington Developmental	45	18	40
Cherry Hill	55	7	13
Christian Center	30	9	30
Happy Day	13	6	46
Heatherwood	48	13	27
Stonebelt - Retarded	25	2	8
Penny Lane Pre-Schools/	110/	12/	11/
Forest Park Center	30	7	23
Washington Center	80	5	6
Head Start (full-day only)/	60/	9/	15/
Crestmont	15	1	7
St. John's	15	1	7
St. Mark's	30	7	23
Cooperatives for IU Affiliates/	96/	45/	47/
Big Monster	14	5	36
Children's House	9	3	33
Hobbit House	14	4	29
Hunter Co-op	15	13	87
Knee-Hi Co-op	14	10	71
Sunflower Plant	15	3	20
Thirteenth Street Co-op	15	7	47
FULL-DAY CENTERS	496	127	26

Table 5

Response to Parent Questionnaires by Part-Day Centers

Organization/ Center	Number of Parent Questionnaires Distributed	Returned	%
Bloomington Montessori	44	14	32
Children's Corner Co-op	60	23	38
Hoosier Courts Co-op	70	30	43
Mandala Pre-School	15	5	33
Melody Pre-School	40	14	35
Monroe County - Handicapped	15	7	47
One World Co-op	35	9	26
Presbyterian Pre-School	48	11	23
Small World Nursery School	68	10	15
St. Mark's Nursery School	36	2	6
Wishing Well Pre-School	0	1	-
Head Start (part-day only)/			
Arlington	90	3	3
PART-DAY CENTERS	521	129	25

Table 6

Response to Parent Questionnaires by Kindergartens

	Number of Parent Questionnaires		
School	Distributed	Returned	%
Arlington	39	2	3
Broadview	45	2	2
Brown	27	3	11
Childs	51	7	14
Clear Creek	46	2	4
Elm Heights	38	2	3
Fairview	25	1	4
Grandview	131	10	8
Harrodsburg	23	3	13
Hunter	38	3	8
Marlin	28	1	4
McCalla	43	5	9
Rogers	60	2	3
Sanders	40	8	2
Templeton	20	2	10
Unionville	30	5	17
University Elementary	107	8	7
University Pre-School	79	8	10
KINDERGARTENS	870	74	8

closest to a random sample of parents of young children of any group which actually received questionnaires, biased mainly by a restricted range in age of children and perhaps by a slightly elevated educational level among parents who send their children to kindergarten.

Inasmuch as this was to be an assessment of users of child-care and early-education services, there are two visible but justified omissions in groups sampled--users of licensed day-care homes and users of babysitting services. The study could have been expanded to include users of day care homes, but such a move would have more than doubled the administrative workload while adding representation to the families of only about 300 more children. While there are clearly unique needs present in this group, many of their needs are similar to those of the group actually sampled. At any rate, it was decided not to distribute questionnaires to families with children in day-care homes at this time.

Sending questionnaires to families who make use of babysitting services constitutes a different problem. It was estimated earlier that 58.6% of the county's young children, or about 5000 children, make use of babysitting services. But there is no central listing of babysitters in Monroe County, so that it would require extensive resources to isolate them from the general population, far more resources than would be required to obtain a random population-sample containing 200 respondents with children below age six. Hence it is impractical to survey all families who use babysitting services or all individuals who provide such services in Monroe County.

The representativeness of the 331 respondents to the parent questionnaire needs to be established as firmly as possible. Unfortunately, only two items on the questionnaire--average annual income and number of children per family--admit of a direct comparison with similar items on the 1970 Census. Additional items that would be desirable to establish the representativeness of such a sample would be: educational level of family members 25 and over, general location within the county of the family's home, residence of family five years previously, type of occupation of parents, and perhaps race or country of origin.

One item on the parent questionnaire was phrased as follows: "Answer this question only if you wish. What is your family's average income per year?" The difference between the average annual income of the 290 families in the sample reporting income and the average annual income reported in the 1970 Census of Monroe County is extremely small. While a direct comparison of dollars cannot be made, the difference between the two values is only .02 of the standard deviation of the sample. According to Hays (1973, p. 283), this is well within acceptable limits for a representative sample. The distribution across the categories used in the sample, for both sample data and 1970 Census data, is shown in Table 7. It will be noted that the category of "$7000 to $10,000" is slightly deflated in the sample and that the category of "Over $10,000" is slightly inflated in the sample. But these values would be within an acceptable range of error for a simple random sample of that size (U. S. Bureau of the Census, 1968).

Table 7

Distribution of Sample and 1970 Census Reports of Average Annual Income

Average Annual Income Level	Sample		1970 Census	
	Number of Families	%	Number of Families	%
Less than $3000	24	8.3	1555	8.3
$3000 to $7000	80	27.6	4807	25.6
$7000 to $10,000	43	14.8	4054	21.5
Over $10,000	143	49.3	8409	44.7
Total	290	100.0	18,825	100.1

It may be concluded that, income-wise, the sample used in this needs assessment represents well the general population of Monroe County.

Another question on the parent questionnaire was, "How many children of any age live in your home?" Families with one child numbered 93; 286 families had two children; 195 families had three children; 80 families had four children; 35 families had five children; and 18 families had six children. The average number of children per family was 2.14. In the 1970 Census, 10,258 families in Monroe County reported that they had children under 18 years of age. These families reported a total of 21,569 children. Therefore, the average number of children in these families was 2.10. Using Hays' (1973) formula, the difference between the two averages was only .04 of the standard deviation of the sample; again, well within acceptable limits for a representative sample, this time of the subpopulation of families with children.

In summary, 48 center questionnaires and 1887 parent questionnaires were distributed through Monroe County's full-day centers, part-day centers (nursery schools), and kindergartens. Of this number, 28 center questionnaires--58%--and 331 parent questionnaires--18%--were returned, either through the center or by mail. By this method it was insured that a substantial number of users of extra-family child care and early education would be assessed. The representativeness of this sample was verified against the 1970 Census with regard to average annual income level of the families and number of children of any age in the families.

Results

Users and providers of extra-family child care and early education responded to questionnaires in this needs assessment. By inquiring about their standards and their present status with regard to those standards, discrepancies were identified which constitute the needs of those questioned. Needs were determined with regard to both the custodial function and the educational function of extra-family child care and early education. While this conceptualization was very useful in designing the needs assessment, its categories are thoroughly mixed together, and it does not lend itself to a clear presentation of the results. Instead, standards, status, and needs will be reported for six clusters of items relating to: (a) persons involved in care and their reasons, (b) ages of children and special requirements, (c) time of care, (d) educational priorities, (e) cost of care, and (f) other issues.

Persons Involved in Care and Their Reasons

Standards for enrollment in a child-care or early-education center are closely related to what one judges a desirable adult-child ratio. On both the center questionnaires and the parent questionnaires, the following question was asked: "In your opinion, how many children between 4 and 5 years of age can one typical child-care person take good care of?"

The average number of children suggested by 29 center directors (including 3 kindergarten teachers) was 7.47, with a range from 4 to 15 children. The average for full-day center directors was 7.38. The average for part-day, nursery-school directors was 5.67. (These numbers were not significantly different. The distinction between day care and nursery school is not reflected in the adult-child ratios desired by their directors.) The number of children reported by the 3 kindergarten teachers was 11.67, with 2 teachers saying that one child-care person could take good care of 15 children. This may perhaps be explained as a compromise, in that the school board, in recent budget-cutting, mandated a 1 to 30 ratio for Monroe County kindergartens.

The 297 parents who answered this question felt that one child-care person could take care of an average 6.24 children between four and five years of age. Responses ranged from a minimum of 2 children to a maximum of 17. Reporting 2 to 4 children were 31.6% of the sample; 41.8% responded 5 to 7 children; 21.2% answered 8 to 10 children; only 5.4% suggested that one person could take good care of 11 or more children.

Thus, for all respondents to the question on desired adult-child ratio, directors and parents stated on the average that one typical child-care person could take good care of 6.35 children between four and five years of age.

For comparative purposes, the following is quoted from Keyserling's Windows on Day Care (1972).

> The Federal Interagency Day Care Requirements call for the following standards with respect to group size and adult-child ratios: (a) "Three to four-year-olds: No more than 15 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults (on a full-time equivalent basis) is normally not greater than 5 to 1; (b) "Four to six-year-olds: No more than 20 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 7 to 1."
>
> The Association for Childhood Education International in its publication, "The Child's Right to Quality Day Care," calls for the same standards as the Federal Interagency Requirements.
>
> The Child Welfare League of America's suggested standards call for even smaller groups, but the League approves fewer adults to children:
>
> 3 to 4-year olds: 12-15 children; 1 adult to 6 to 7 children
>
> 4 to 5-year olds: 15-20 children; 1 adult to 7 to 10 children
>
> 5 to 6-year olds: 15-20 children; 1 adult to 7 to 10 children [pp. 60-61]

The consensus of all concerned would appear to support an adult-child ratio of 1 to 7. In other words, since there are 449 children enrolled in full-day centers, there should be at least 64 people having steady contact with these children. There are 87. In part-day centers, where 569 children participate in two shifts, there should be 41 people in steady contact with them. There are 50. In kindergartens, where 870 children participate in two shifts, there should be 62 persons having steady contact with the children. There are 20. In full-day centers and part-day centers, there is more than enough staff to satisfy the generally desired ratio of adult to children. But in kindergartens, a severe discrepancy of 42 persons exists. The actual ratio of adults to children in kindergartens is 1 to 22. Even with considerable support from the rest of the school, this figure is strikingly high. The number of children and personnel by type of center is displayed in Table 8.

Of the 331 parents questioned, 7 reported that they worried about the child care they presently received because of overcrowding. This could reflect problems with either the size of the child-care facility or with the adult-child ratio. Despite the generally desirable adult-child ratio across all full-day centers and part-day centers, vigilance should nevertheless be maintained for the exception to the rule.

The capacity of a center is that number of children beyond which no more will be accepted. This is true of all centers, except those which serve special needs, like Stonebelt Council Pre-School for special early education, where it is assumed that more resources and funds can be found if the number of children in need of these services increases.

Table 8

Children and Personnel by Type of Center

Type of Center	Capacity	Enrolled	Teachers[1]	Aides[2]	Other[3]
Full-Day Centers	488	449	48[4]	39	111
Part-Day Centers	656	569	42	8	294
Kindergartens	870	870	20		
Licensed Day Care Homes	360	300	61		
All Centers	2374	2188	171	47	405

[1] Includes directors; in IU cooperatives, parents.

[2] And other professional child-care personnel.

[3] Includes parents in cooperative nursery schools, cooks, secretaries, bus drivers, etc.

[4] Figuring 2 parents on duty in each IU cooperative.

Also, in Project Head Start and kindergartens, capacity is fixed yearly. If the demand in a particular locality increased by about 15 children, another class could be organized in September of that year. Likewise, a class could be dispensed with if the supply of children decreased in a particular area. As shown in Table 8, the capacity of full-day centers, part-day centers, kindergartens, and licensed day-care homes is 2374. Their enrollment was 2188. There are therefore 186 unused spaces in licensed child-care and early-education centers in Monroe County.

However, this number is somewhat misleading in that age limits and other restrictions might make these spaces available to only a small part of the population of children.

In full-day centers there are 488 spaces and 449 children enrolled; so there are 39 spaces available. The breakdown of children and personnel in each full-day center is depicted in Table 9. But despite these available spaces, a number of the full-day centers keep waiting lists of persons who would like to enroll their children in a specific center when the proper vacancy develops--when the enrollment of the center goes down or when age or some other restriction is no longer applicable to the child concerned. The Bloomington Developmental Learning Center had 2 on its waiting list; Cherry Hill had 6. Among the parent cooperative day care centers, Hobbit House had a waiting list of 4; Hunter Street had a list of 3. Head Start keeps a waiting list of about 25 families, depending on the time of year. Heatherwood also keeps a waiting list which varies greatly. The Christian Center keeps a waiting list currently containing 38 families; in addition, this center received about 150 inquiries in the past year.

Part-day centers have the capacity for 656 children and have 569 enrolled. There are 87 vacancies. Table 10 shows the number of children and personnel in part-day centers. As regards waiting lists, Children's Corner, Hoosier Courts, and St. Mark's Nursery School all have about 3 to 5 people waiting to admit their children; Montessori has had as many as 10.

The procedures for determining potential kindergarten enrollment were described above. Table 11 outlines the number of children and teachers in each kindergarten.

Within the overall need for extra-family child care and

Table 9

Children and Personnel in Full-Day Centers

Center	Capacity	Enrolled	Teachers[1]	Aides[2]	Other[3]
Area Vocational	15	16	1	1	27
Bton. Developmental	45	40	4	7	5
Cherry Hill #1	40	40	4		9
Cherry Hill #2	18	18	3	1	
Christian Center	30	30	3	3	28
Heatherwood	50	35[4]	4	6	2
Stonebelt - Retarded	25	25	3	4	15
Penny Lane Pre-Schools					
Forest Park Center	30	22[5]	2	1	1
Washington Center	60	60	6		
Head Start (full-day)					
Crestmont	15	15	1	1	8[6]
St. John's	15	15	1	1	8[6]
St. Mark's	30	30	2	2	8[6]
IU Cooperatives					
Big Monster	16	14	12		
Children's House	17	11	11	5	
Hobbit House	16	16	30		
Hunter Co-op	15	13	13		
Knee-Hi Co-op	18	17	17	5	
Sunflower Plant	18	17	16	2	
Thirteenth Street	15	15	15		
Full-Day Centers	488	449	48[7]	39	111

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[1] Includes director; in cooperatives, parents.

[2] And other professional child-care personnel.

[3] Volunteers other than parents; cook, secretary, bus drivers, etc.

[4] Part-time: 29 more.

[5] Part-time: 12 more.

[6] Some Head Start personnel shared; does not include volunteers.

[7] Figuring 2 parents on duty in each cooperative.

Table 10

Children and Personnel in Part-Day Centers

Center	Capacity[1]	Enrolled[1]	Teachers[2]	Aides[3]	Other[4]
Bloomington Montessori	50	48	3	1	1
Children's Corner	89	89	6		90
Hoosier Courts	100	80	3		22
Mandala	15	15	3		6
Melody	90	40	4	1	
Monroe Co. - Handicapped	25	19	3	1	81
One World	32	32	2	1	
Presbyterian	58	49	4		49
Small World	48	48	4	1	
St. Mark's	44	44	5		36
Wishing Well	15	15	2		
Head Start (part-day)					
Arlington	90	90	3	3	9[5]
Part-Day Centers	656	569	42	8	294

[1] Total number in both sessions who attend at least two days a week.

[2] Includes director.

[3] And other professional child-care personnel.

[4] Includes parents, other volunteers, secretary, cook, etc.

[5] Sone Head Start personnel shared; does not include volunteers.

8

Table 11

Children and Teachers in Kindergartens

School	Enrolled	Teachers
Arlington	39	1
Broadview	45	1
Brown	27	½
Childs	51	1
Clear Creek	46	1
Elm Heights	38	1
Fairview	25	½
Grandview	131	2½
Harrodsburg	23	½
Hunter	38	1
Marlin	28	½
McCalla	43	1
Rogers	60	2
Sanders	40	1
Templeton	20	½
Unionville	30	1
University Kindergarten	107	2
University Pre-School	79	2
Kindergartens	870	20

early education, it would be well to consider here special needs based on either the low income of the family or the absence of family members who would otherwise give care to the child. As far as income goes, the spectrum of users of these services appears to be quite close to the population of Monroe County as a whole, which has an average annual income of $10,458. In the present sample, 8.3% of the families earn less than $3000; 27.6% earn $3000 to $7000; 14.8% earn $7000 to $10,000; and 49.3% earn over $10,000. Of the 331 respondents, 264 lived with their spouse (79.8%), 25 lived with other adults (7.6%), and 52 (20.2%) had no other adults living with them. Parenthetically, it might be noted here that 293 mothers (88.5%), 37 fathers (11.2%), and 1 other person (.3%) responded to the parent questionnaires.

One question read, "Why do you need or have child care other than the child's parents?" Table 12 indicates the number of various responses to that question. More than one response could be checked by a respondent. It frequently happened that a number of responses were checked together. The joint distribution of various reasons given for care is also displayed in Table 12.

Of those reporting only their job or study as a reason for child care, 37 lived with no other adults. Adding to this the 94 pairs of parents living together who both worked or were students, it can be seen that in 131 or 39.6% of the families, all parents potentially available for child care were otherwise occupied the largest part of the time.

The distribution of those reporting the child's need

Table 12

Joint Distribution of Reasons Reported for Care

	My Job	My Study	Spouse's Job	Spouse's Study	Child Need	Other
My Job	45.0	9.1	17.2	11.2	20.8	2.4
My Study		20.2	9.4	6.3	12.1	2.1
Spouse's Job			23.9	4.5	12.7	3.3
Spouse's Study				15.7	7.9	1.2
Child Need					50.5	9.1
Other						17.5

Note.--Numbers are percentages. N=331.

as a reason for care ("My child needs and deserves the experience") is interesting. Over half the respondents gave this as a reason, and the greatest percentage of them came from respondents (usually women) who were employed. Hence a dual function for child care appears--when it is custodial because of the parent's temporary absence, it is also expected to be educational, that is, to provide the child with worthwhile experiences.

The "other" reason for care was always some variation of the mother's need for time away from the child--to pursue volunteer work or an avocation or simply to have some time for herself alone.

It is highly informative to break down the statistics just reported--average annual income, domestic status, and reasons for care--across parents affiliated with full-day centers, part-day centers, and kindergartens. The breakdown is shown in Table 13, along with number of children aged five and under per family. The average number of young children per family for the sample as a whole was 1.49.

It can be seen that in full-day care, a disproportionately large percentage of families make less than $7000 a year, that an unusual percentage of the respondents live with no other adults, and that, in 90.9% of the cases, at least one parent works or is a student. In 68.5% of the families, all the parents potentially available for child care were otherwise occupied a major part of the time.

It is surprising that 30.0% of families in part-day centers earn between $3000 and $7000. This may perhaps be explained by the number of students who use such services. It is also noteworthy that there are more young children per family in families using part-day centers. The reasons for this have not been determined.

It is difficult to explain why 66.1% of the kindergarten families in the sample earn over $10,000. Perhaps this reflects the fact that these families are slightly older and better established financially than families in other centers. The higher age of the families is surely evidenced in the smaller number of young children per family.

To recap this section, respondents supported an adult-child ratio of 1 to 6.35. Both full-day and part-day centers meet this ratio, but in kindergartens the ratio is 1 teacher to every 22 children. While there are 186 unused spaces for children in licensed child-care and early-education centers,

Table 13

Demographic Variables for Parents in Different Centers

Category	Full-Day	Part-Day	Kindergarten
Annual Income			
Less than $3000	17.0%	5.5%	1.7%
$3000 to $7000	36.0%	30.0%	13.6%
$7000 to $10,000	13.0%	10.9%	18.6%
Over $10,000	34.0%	53.6%	66.1%
	100.0%	100.0%	100.0%
Domestic Status			
Other adults present	78.4%	89.9%	83.8%
No other adults	21.6%	10.1%	16.2%
	100.0%	100.0%	100.0%
Young children per family	1.22	1.60	1.10
Reasons for care			
One parent works/studies	41.4%[1]	14.7%[2]	29.4%[3]
Two parents work/study	49.5%	27.9%	13.2%
Number per sample	111	129	68

[1] 45.7% of this percentage live with no other adults.

[2] 47.4% of this percentage live with no other adults.

[3] 35.0% of this percentage live with no other adults.

these spaces are not appropriate for all young children. Across the county, there are about 100 children on center waiting lists. The incomes for families which use child-care and early-education services is about the same as the population as a whole. Among the respondents, 20.2% lived with no other adults. In 39.6% of the families, all parents available for child care were either employees or students. In full-day care, 68.5% of the families fell into this category, and 53.0% of full-day care families earned less than $7000 a year.

The areas of principal need emerging from this section are: adult-child ratio in kindergartens, redistribution of available spaces within the existing capacity for care, and the need to serve lower-income, busy parents with full-day services.

Ages of Children and Special Requirements

According to the U. S. Bureau of the Census (1971), there were 21,569 persons under 18 years old, and 7925 children 5 years old and under in Monroe County in 1970. Of that number, 1335 or 16.8% were 5 years old; 2516 or 31.7% were 3 or 4 years old; and 4074 or 51.4% were 2 years old and under.

The parents reporting in this needs assessment had 707 children of any age and 440 children 5 years old and under. The sample was strongly biased towards parents of 3 to 5-year-olds: 28.0% of the younger children were 5; 47.0% were 3 or 4; and 25.1% were aged 2 or under. But such a bias is transitory; 3 years ago, these young children were all under 2; 3 years from now, they will all be over 3.

Several questions on the parent questionnaire were related to the ages of children needing services. The first question was, "Do you need or have someone other than the child's parents to take care of your children 6 years old or older before or after school? ...in the summer?" Eighty parents--24.1% of the sample--claimed to need child care before or after school. Eighty-five families--25.7%--said that they needed summer care. About one-fourth of those who presently use extra-family child care and early education could use care for older children.

Parents could also indicate whether the child's being too young was a problem to them or their friends in finding child care. A total of 60 persons--18.1%--indicated that this had been a problem. In addition, an open-ended question was provided on both center and parent questionnaires: "What kind of child care or improvements in child care does Monroe County need the most?" On parent questionnaires, 13 respondents said that infant care or care for children under three was needed. On center questionnaires, 8 of 20 directors indicated a need for such care.

The age ranges of children who will be accepted in full-day centers is listed in Table 14. The age ranges of children accepted in part-day centers is given in Table 15. The age requirements in kindergartens are uniform--a child must be five on or before September 15 of the year of enrollment. At the time of enrollment, his birth certificate must be presented to the teacher. As for licensed day-care homes, 23 will take infants; 6 will take one-year-olds; 13 will take two-year-olds; 9 will take three-year-olds; and 2 will take four-year-olds.

Table 14

Age Ranges, Times, and Fees of Full-Day Centers

Center	Age Range	Open	Close	Fee/Week
Area Vocational	2;6-5;0	8:00	4:00	$15.00
Bloomington Developmental	2;6-9;0	7:30	6:00	$24.00[1]
Cherry Hill #1	3;0-6;0	7:30	5:30	$18.00
Cherry Hill #2	1;9-3;0	7:30	5:30	$20.00
Christian Center	3;0-6;0	6:45	5:30	[2]
Heatherwood	2;11-6;0	6:30	6:00	$26.50[3]
Stonebelt - Retarded[4]	0;6-6;0	7:00	5:00	$ 0.00
Penny Lane Pre-Schools				
Forest Park Center	2;6-6;0	6:30	5:30	$21.50
Washington Center	3;0-6;0	6:30	5:30	$26.00
Head Start (full-day)				
Crestmont[5]	3;0-5;6	7:30	4:30	$ 0.00[6]
St. John's[5]	3;0-5;6	7:30	4:30	$ 0.00[6]
St. Mark's[5]	3;0-5;6	7:30	4:30	$ 0.00[6]
IU Cooperatives				
Big Monster	0;6-	8:00	5:30	$ 5.83[7]
Children's House	0;6-	7:45	5:15	$ 4.20[7]
Hobbit House	1;0-	8:00	5:15	$ 3.50[7]
Hunter Co-op	1;0-	8:00	5:00	$ 3.50[7]
Knee-Hi Co-op	0;3-	8:00	5:30	$ 4.67[7]
Sunflower Plant	0;0-	8:00	5:00	$ 4.67[7]
Thirteenth Street	0;6-	7:45	5:15	$ 4.67[7]

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[1] $20.00 for second child; $14.00 for half-time; fee may be reduced to $18.00 according to financial need.

[2] Half the families are Federally funded; the rest pay from $2.33 to $4.67 a week.

[3] $21.50 for second child; $14.00 for half-time; those eligible under Title IV-A may receive $22.50 a week in state funds.

[4] For children needing special early education.

[5] For those with income under Federal guidelines.

[6] Fee scale for up to 10% of families exceeding guidelines.

[7] Per family; parental participation required.

Table 15

Age Ranges, Times, and Fees of Part-Day Centers

Center	Age Range	Morning Session	Afternoon Session	Fee/Wk[1]
Bloomington Montessori	2;6-6;0	8:45-11:30	12:45-3:45	$14.30
Children's Corner	2;6-5;0	9:00-11:30	12:30-3:00	$ 8.33[2]
Hoosier Courts[3]	2;6-5;0	9:15-11:15	1:15-3:15	$ 8.57[2]
Mandala	2;6-5;0	9:00-12:00		$13.10[2]
Melody	3;0-6;0	9:00-11:30	12:00-2:30	$11.90[4]
Monroe Co. - Handicapped[5]	0;4-6;6		12:00-3:15	$ 0.00[2]
One World	2;9-5;0	9:00-11:30	12:30-3:00	$ 6.67[2]
Presbyterian	2;6-4;0	9:15-11:15	12:45-2:45	$ 9.37[4]
Small World	2;6-5;0	9:00-11:30	12:45-3:15	$15.00[2]
St. Mark's	2;0-5;0	9:00-11:15	12:30-2:45	$ 9.25[4]
Wishing Well	2;6-5;0	9:00-11:30		$11.90[2]
Head Start (part-day)				
Arlington[6]	3;0-5;6	8:30-11:30	1:00-4:00	$ 0.00[7]

[1] Fee for 5 part-days given for comparative purposes, even if such an arrangement is not available at a particular center.

[2] Two-day and three-day weeks available.

[3] Family must live in IU married student housing.

[4] Two-day and three-day weeks only; four-day week at St. Mark's.

[5] For handicapped children.

[6] For those with income under Federal guidelines.

[7] Fee scale for up to 10% of families exceeding guidelines.

The oldest child taken is usually six years old, although two homeswill take children aged eight. The overall capacity of day care homes is about 360.

In all but the two special education centers--Stonebelt Pre-School for Retarded Children and Monroe County Pre-School for Handicapped Children--it was indicated by the directors that a child under the minimum age listed would not be admitted. Thus, except for children needing special education, the centers where a child younger than 2½ can be admitted are few indeed. Cherry Hill and the parent cooperatives are the only full-day centers admitting children under 2½. St. Mark's is the only nursery school. Centers providing care for school-age children are also few. The parent cooperatives and the Bloomington Developmental Learning Center are the only centers admitting children of school age.

There are other requirements besides being a certain age to be admitted to the various centers. Most centers require either a physical examination or a physician's certification of health. There are registration forms at every center. Two centers stated that the child had to be toilet-trained. The director of one center requires a personal interview with the parents of children to be enrolled.

There are four kinds of special requirements at various centers: income, university affiliation, parent participation, and need for special education.

In Head Start, the family must have income eligibility under Federal guidelines. The maximum income varies with family size and whether the family lives on a farm or not;

in general, a family must earn less than $3388 a year.

At Hoosier Courts Cooperative Nursery School, it is required that the child's family live in the married student housing provided by Indiana University. This was because the University was funding the nursery school, a policy which was to terminate at the end of this school year. The future of Hoosier Courts, as of this writing, is uncertain.

It has generally been understood that the seven parent cooperative day care centers in Bloomington were limited in membership to university-affiliated families, although this is not stated as a formal requirement by any of the centers. What is required, rather than a large fee, is the time and effort of the parents. At one parent cooperative, parents must "work two shifts a week, provide lunches, diapers; periodically, extra clean-up, snacks." At another, parents must "each work one shift (4½ hours) per week plus other duties." At a third, "parents do two shifts, one-year membership;" in addition they "try to maintain a good racial balance."

At Monroe County Pre-School for Handicapped Children, children are admitted if they "have any one or a combination of handicaps: cerebral palsy, sensory impairment, learning disabilities, mental retardation, emotional disturbances." At the Stonebelt Council Pre-School, children admitted are those in need of special early education.

To summarize, about one-fourth of the families assessed needed before or after-school care or summer care for school-aged children, despite the fact that school-aged children were under-represented in this sample. Finding care for children under age three had been a problem for 18.1% of the respondents, and a substantial number of center directors as well as parents pointed to the extra-family care of infants and young children as an important need in Monroe County. Except for day-care homes and a couple other centers, the parent cooperative day-care centers are the only places accepting children below age 2½ or above age 6; and parent cooperatives demand a considerable investment of time from the parents involved. Other special requirements for admission to centers are: income eligibility for Head Start, university affiliation for Hoosier Courts (and possibly the parent cooperatives), and a child's need for special education, at Stonebelt and the Pre-School for the Handicapped.

The _areas of need_ indicated in this section are care for school-aged children and care for children below the age of 2½.

Time of Care

Time of care needed may be indexed by a number of hours per week. This index may be further clarified by the specifications of the usual times of day at which care is needed. Since most care is given during the hours at which school or business are usually conducted, additional questions concern the need for care after school and at night, on weekends, and during the summer.

The average number of hours of care per week needed by the children in the sample was 23.96 hours. Between 0 and 10 hours of care per week were needed by 30.3% of the families; between 11 and 20 hours were needed by 17.1%; between 21 and 30 hours were required by 16.7% of the sample; 25.1% of the sample needed 31 to 40 hours of care; and 10.8% needed 41 to 50 hours of care.

The average number of hours per week which a child receives center care is 21.57 hours. So the average child needing extra-family care receives 2.39 fewer hours than is needed. These figures are hard to interpret, since full-day and part-day care are averaged together. It is clear, though, that more hours of extra-family care are needed than centers provide.

A question of parents was, "What time of the day do you usually need or have child care?" The average time to begin was 9:43 AM, with individuals desiring care to start as early as 6:00 AM and as late as 8:00 PM. Of 274 respondents to this question, 14.7% wanted care to begin before 8:00 AM, 31.6% needed care between 8:00 AM and 8:45 AM, 26.5% said care should start between 9:00 AM and 9:45 AM, 20.2% thought care should begin between 10:00 AM and 4:00 PM, and 7.0% wanted care to start at 5:00 PM or later. The two most frequently chosen times for care to begin were 9:00 AM (23.9%) and 8:00 AM (21.3%).

The average time needed for care to end was 3:02 PM, ranging as early as 11:00 AM and as late as 12:30 after midnight. The end of care could come between 11:00 AM and 1:00 PM for 22.5% of the sample; 31.4% needed care to end between 1:30 PM and 4:30 PM, 35.7% wanted care to end between 5:00 PM and 6:00 PM; and 10.5% needed care to end past 8:00 PM. The most frequently chosen time for care to end was 5:00 PM; 23.3% of the sample chose that time.

The beginning and ending times for full-day centers are shown in Table 14. The beginning time for full-day centers ranges from 6:30 AM to 8:00 AM. Since only 5 persons in the sample claimed to need care before 6:30 AM, it may be assumed that this potential need is well met. The closing time for full-day centers ranges from 4:00 PM to 6:00 PM. The need for an adequate closing time is met for all but the 10.5% fo the sample who need care at night.

The times of the typical two shifts at part-day centers are given in Table 15. The first shift begins between 8:30 AM and 9:15 AM and ends between 11:15 AM and 12:00 noon. The second shift begins between 12:30 PM and 1:15 PM and ends between 2:30 PM and 4:00 PM. It is assumed that these times are generally convenient for participants.

Special time-needs are for care after school, at night, on weekends, and in the summer. Substantial numbers reported all of these needs. A full 31.7% of the sample said that time of care had been a problem in finding care. Care was needed for school-aged children before or after school by 24.1% of the sample. As previously mentioned, this is more a problem of age than of time. Full-day centers are open at the proper times, but most of them do not accept school-aged children.

A large portion of the sample, 68.9%, reported a need for extra-family care at night. Within that portion, the average number of nights needed was 4.8 per month. Again within that portion, 41.7% needed care 1 to 3 nights a month; 34.6% needed care 4 to 6 nights; 13.6% needed care 7 to 9 nights; and 10.1% needed care 10 or more nights a month. Not one of the centers polled provide care at night. This need is totally unmet by centers and is probably met most often by babysitters or relatives. On only one-third of the nights in a month is care needed by 90% of the parents. But only a continuous nightly service could meet the diversity of individual needs. Over a dozen respondents indicated that care after school or at night was one of the most important needs in child care for Monroe County.

Weekend care was reported as a need by 118 parents in the sample--35.6%. Of that number, 36.4% needed care one weekend a month, 31.4% needed care two weekends per month, and 32.2% needed care three or four weekends a month. The average number of weekends of care needed was 2.2. No center in Monroe County reported providing weekend care.

Summer care for school-aged children was needed by 25.7% of the sample. Unfortunately, information was not systematically collected on summer care for younger children. As a general rule, full-day centers operate year-round, and part-day centers operate on a school year with vacations in the summer and at several other times. Two parents indicated a need for summer care for school-aged children as a child-care need in Monroe County.

In summary, the average amount of extra-family child care needed per week per child is almost 24 hours, but only about 21½ hours is provided. The opening and closing times of centers appear adequate, except that there is a widespread need for care at night--needed by 68.9% of the sample. After-school and summer care for school-aged children is needed by about one-fourth of the sample. Weekend care for young children was needed by 35.6% of the sample. Weekend and night care is needed only occasionally by most, but individual needs would demand a continuous service.

The areas of need outlined in this section are: after-school and summer care for school-aged children; and night and weekend care for young children.

Educational Priorities

The educational function of extra-family child care and early education has received insufficient attention in this needs assessment, not because its profound importance to all children is not recognized, but because of inadequate resources to give the task proper treatment. It was assumed that ignoring certain aspects of assessment was far desirable to doing them poorly. Crucial to the value of any center is the success of its endeavor to provide children with opportunities for learning and development. But the proper evaluation of such an operation is a costly effort. To begin with, at least two objective evaluators should observe every center, rating each one or standard, valid criteria. The typical behavior of each child-care person should be observed for sustained and repeated periods of time. If possible, the broadest measures of the growth and learning of the children in the center should also be brought to bear on its evaluation. Such an evaluation was considerably beyond the resources of the present needs assessment.

Instead, a single question was asked of parents and directors concerning their educational priorities. It is easy to fall into the trap of opposing custodial and educational child care in such a question. Here, it has been assumed that these functions are independent of each other, the custodial function depending on parental absence and the educational function being deserved by all children. Hence the remaining question related simply to one's interpretation of what is meant by educational child care. It was also desired to make the question as widely understood as possible; thus, talk about degree of structure in educational care was avoided. The item read as follows: "Which of these is most important for the good care of your child? (Check one.) ___play with other children. ___preparing for school-work. ___preparing to get along with others in school. ___finding out about himself and his world. ___other (explain)." In the construction of the item, it was debated whether to ask for one response or a ranking of responses. It was decided to maintain the simplicity of a single response. Nevertheless, 7 directors and 64 parents refused to make such discriminations and checked more than one response. In addition, 20 parents made no response to the question. It is indeed recognized that all of these things are important to some extent. What was sought here was the match or mismatch between the educational priorities of directors and parents. Multiple responding to this question probably evidences a certain complexity in thinking about such issues which is a good thing, but did not serve the purpose for which the item was constructed.

Among the center directors who checked one response, 2 said it was most important to prepare the child to get along with others in school, 17 said it was most important for the child to find out about himself and his world, and 4 gave other responses, generally statements of their own approach: meeting needs, forming habits, stimulating growth.

Of the parents who checked one response (247 persons), 12.1% said play with other children was most important; 2.0% checked preparing for school-work; 22.7% said the child should prepare to get along with others in school; 51.8% said the child should find out about himself and his world; and 11.3% gave some other response. Other responses written were: (a) provision of a safe, loving place for the child (5.7%); (this was taken for granted in the question; perhaps it should not have been); (b) experience with other adults (2.0%); (c) the rest contained some personal statement, for instance, "craft projects, field trips with a group enriches a child's life;" "be in his own situation without his parents;" and "a teacher who can give supportive guidance and encouragement to develop child's independence."

Generally, two reflections can be made. First, almost no one places primary importance on preparation for school-work in extra-family child care and early education. If such activities occur at all, they would be done primarily for other purposes, such as the child's general or social development. Hence school-readiness and achievement tests would not be appropriate criteria by which to measure the success of centers. Neither would future academic success be appropriate as a primary criterion. More appropriate would be measures of general or social development. It would be interesting to see if other groups, such as first-grade teachers, concurred in this opinion. Second, parents place more emphasis on the social development of the child than do center directors. Either play with other children or preparing to get along with others in school was checked by 34.8% of the parents, but only 2 of the 23 directors reporting checked these responses.

To summarize, the educational function of child care is seen as independent of its custodial function. In a question about priorities for this educational function of care, 17 of 23 directors and 51.8% of parents said it was most important for the child to find out about himself and his world. Two directors and 34.8% of the parents assigned primary importance to play with other children or preparing to get along with others in school. No directors and only 2.0% of the parents said that preparing for school-work was most important.

Only one area of need came to light in this section. That was the discrepancy between directors' and parents' valuing of the social development of the child, with parents more willing to emphasize it.

Cost of Care

Child care and early education is costly to those who provide such services--be they families or centers. Hence, standards for fees may be regarded from two points of view--that of the centers, who certainly deserve at least to break even; and that of the parents, straining to stretch their limited budgets.

Centers might well ask what parents are willing to pay for child care. The question was put to parents, "How much are you willing to pay for one full day of very good care for one child?" Only 163 parents responded. The average they were willing to pay per day was $5.37 or $26.86 a week. Of the 163, 20.2% would pay between nothing and $3.00 a day; 67.5% would pay from $4.00 to $7.00 a day; 12.3% would pay between $8.00 and a high of $25.00 a day. Willing to pay exactly $5.00 a day were 28.2%. It might be mentioned, in passing, that the fee a family was willing to pay was moderately correlated (.50) with the fee they were actually paying.

But at the same time that parents were answering this question, many of them were indicating that the expense of care was their principal complaint against it. Giving expense as a reason for present worry about child care were 6.0% of the parents. Indicating that expense had been a problem for themselves or their friends in finding care were 30.2% of the parents. About 40 respondents mentioned lower-cost care as the most important potential change in Monroe County child care. The expense of care was in fact the most vehemently discussed problem in child care. Particularly irate were several working mothers who were turning over to the child care service as much as half of their paycheck.

The actual fees per week for full-day centers is given in Table 14. Head Start, Stonebelt, the Christian Center, and Heatherwood all receive funding from some source other than parents--generally either the Federal government or some sort of community funds. The parent cooperatives have low fees, $3.50 to $5.83 a week, but as mentioned above these fees are supplemented with about one full day a week of child care services by each family plus other minor responsibilities. In other instances, weekly fees for full-day care range from $15.00 to $26.00, with an average fee of $21.57. Recall that the average fee parents were willing to pay was $26.86.

The fee for five part-day sessions at nursery schools ranged from $8.33 to $15.00 (excepting Head Start and the Pre-School for Handicapped Children). The average weekly fee was $10.84. It costs about twice as much to attend a full-day center as it does to attend a part-day center five days a week. Cost per hour does not distinguish day care and nursery school.

Except for a minor charge for supplies, kindergartens have no fee, but are supported as the rest of the schools by property taxes.

Parents pay for extra-family child care and early education to more places than centers. Parents were asked what they paid for a full day (about 8 hours) of care. The average fee was $4.74. This figure was used with the number of hours of care needed per week to compute an estimated cost of care per week for each family. For 195 families, the average cost of care so computed was $14.17. Considering the various free or inexpensive alternatives available, this squares with the average fees in the various centers. Paying between nothing and $10.00 a week were 46.2% of the families; 29.7% paid between $10.01 and $20.00 a week; 19.5% paid between $20.01 and $30.00 a week; and 5.1% paid over $30.00 a week for child care.

In addition to fees, extra-family child care bears an indirect cost for some families in that the occasional sickness of a child may be reason for them to miss work or school. In the sample, 60.3% said that they do miss work or school when their child is sick. This is apparently not the fault of the centers. It seems that caring for a sick child is a responsibility which most parents are slow to relinquish to centers. In every center, the parents are contacted if the child becomes sick, and they take him home if necessary. Ten of the centers have nurses on duty or on call; and 8 of them have a physician on call.

In this section, the cost of child care was considered. Parents are willing to pay an average of $26.86 a week for very good full-day care, but about a third of them have experienced a problem with expense. The average fee per week for full-day care at full-fee centers is $21.57. The average fee per week for part-day centers is about half of that--$10.84. Kindergartens, Head Start, special education centers, and various others charge virtually no fee for their care. Parents report that they pay an average $14.17 a week for care. In indirect cost, 60.3% of parents said that they miss work or school when their child is sick.

The area of need described in this section was the expense of child care--a substantial number of persons feel that they cannot afford it.

Other Issues

A few other issues will be considered: the type of care presently used and the type of care preferred, location and other sources of concern for parents, and licensing procedures for child care.

Table 16 shows a joint distribution of types of care used and preferred. Percentages could not be used in this table because the numbers responding to use and preference differed, and more than one response was often checked in either category. Using the sample of 331 as a base, 31.4% used a babysitter or relative in their home, and 27.2% used a babysitter or relative not in their home, for a combined percentage of 58.6% making use of babysitting services. Licensed day-care homes were used by 6.0%; 35.6% used half-day services; 26.0% used full-day centers; and 17.5% reported using something "other," usually cooperative day care.

Of those that used a babysitter or relative in their home, 52.9% desired that type of care; 30.8% preferred or were using care in a half-day center. Of those using a babysitter or relative outside their home, only 32.2% were satisfied; a larger percentage, 35.6%, desired the same kind of care inside their home, and 27.8% wanted or already had their child in a half-day center. Taken together, 68.0% of those who used babysitters or relatives preferred that type of care. Of the 20 families using licensed day-care homes, 35.0% were satisfied. In half-day centers, 44.1% were content to remain; 32.2% preferred or were also using babysitters or relatives in their homes. In full-day centers, 61.6% preferred to continue; 11.6% preferred or used someone to care for their child inside their home; 12.8% desired or used some other type of care. It should be noted that everyone in the sample had to be using half-day, full-day, or "other" care; other services were used in addition to these. It may be concluded, first, that many

Table 16

Type of Care Used and Preferred

Used		Preferred					
		1	2	3	4	5	6
		82	33	13	66	75	44
1	104	55	16	2	32	15	12
2	90	32	29	4	25	14	6
3	20	4	0	7	2	2	0
4	118	38	17	3	52	14	13
5	86	10	2	2	3	53	11
6	58	8	5	1	10	10	29

Key: 1 - Babysitter or relative in my home
2 - Babysitter or relative not in my home
3 - Licensed day-care home
4 - Half-day center or kindergarten
5 - Full-day center
6 - Other (explain)

Note.--Number of types of care used = 476.
Number of types of care preferred = 313.
Number of respondents in sample = 331.

who use babysitting services outside their homes would prefer them inside their homes; second, that most of those using part-day of full-day center services prefer these kinds of services; and, third, in all likelihood, parents who use part-day centers also make use of babysitting services.

On the parent questionnaire, the question was asked, "Do you worry about the child care you now use?" Sixty-one persons, 18.4% of the sample, said that they did worry. Two sources of worry--overcrowding and expense--have already been discussed. Among the other reasons, 4.5% worried because care was too far away; 3.0% felt the care they used was undependable; 1.2% were concerned about poor meals; 6.0% felt their child was unhappy; and 17.2% gave various other sources of worry.

Another question was, "What problems, if any, have you or your friends had in finding child care?" Waiting list, child too young, time of day, and expense have already been discussed. Of the sample, 12.7% had a problem because care was too far away; 2.7% reported that their child was handicapped; and 16.9% had some other problem. The most widespread problem appearing here was that care was not located conveniently, either near home or near employment.

For the question, "What kind of child care or improvements in child care does Monroe County need the most?" several replies have already been discussed: care for children under three, after-school and night care, summer care, and less expensive care. Other needs were: needs of working parents, part-time or drop-in care, more centers, personnel and equipment needs, needs within the various programs, more quality centers, needs of kindergartens; a need for more cooperative day care, a babysitting pool or exchange, better-located facilities, testimonials ("we need more centers like..."), and the need for child-care publicity and parent education. There were also several, elaborated suggestions on how to deal with the county's needs. Many of these responses were more in the nature of suggestions for meeting needs than simple statements of need. Where applicable, they will be incorporated into the final section of this report.

The quality of day-care centers and licensed day-care homes is monitored according to the Indiana Code by the State Department of Public Welfare. Licensing is carried out through representatives of the Monroe County Department of Public Welfare who then send the names of those to be licensed to the State Department of Public Welfare for endorsement. In Title 3 of the Department's rules and regulations, Chapter 1 relates to licensing day-care (foster) homes and Chapter 4 pertains to day-care centers (day nurseries). According to Regulation 3-401, "a school or other bona-fide educational institution" is exempt from licensing. Thus kindergartens escape sanction by the Department of Public Welfare for a 1 to 30 adult-child ratio (in violation of the Department's 1 to 12 ratio for five-year-olds), and nursery schools receive no official scrutiny. These regulations are comprehensive and specific. Their application to all extra-family child care and early education would guarantee its quality.

This section dealt first with the type of care used and preferred. It was found that those using babysitting services outside their home would often prefer them in their home; that most who use center care prefer this type of care, and that users of half-day services are likely to use babysitting services as well. One need discussed was that for care to be located closer to home or work. Many additional needs were mentioned.

It was pointed out that the Department of Public Welfare licenses day-care homes and day-care centers, but not nursery schools and kindergartens.

The *areas of principal need* mentioned here were babysitting services *in* the home and care located close to home or work. Other items fall more nearly into the category of strategies for meeting needs.

Strategies for Meeting Needs

Documentation of the principal needs found by this assessment is summarized in Table 17. The needs, in consolidated form, are listed below. They have been placed in order of priority, based on both the assessed extent of the need and the judgment of the author.

1. The need for inexpensive care, particularly for low-income families in which the parents work or are students.
2. The need for extra-family care for children under three years of age.
3. The need to deal with the high ratio of children to adults in kindergartens.
4. The need for night and weekend care; the need for babysitters who will come into the home.
5. The need for care for school-aged children after school and in the summer.
6. The need to redistribute existing spaces for extra-family child-care and to locate child-care facilities near home or work.

Strategies for meeting each of these needs will be suggested on the following pages.

Table 17

Documentation of Needs

Standard	Status	Need
1a Expense problem for 30.2% of sample	Average weekly full day fee: $21.57	Less expensive care
1b 53.0% of parents using full-day care earn under $7000		Care for low-income parents
1c 68.5% of parents using full-day care work or are students		Care for such parents
2 Care for children under 3 a problem for 18.1% of sample	Care for children under 3 provided at few centers	More care for children under 3
3 Parents desire adult child ratio of 1:6.24	Adult-child ratio in kindergartens is 1:22	Reduced adult-child ratio in kindergartens
4a 68.9% of sample need night care	No licensed care provided at night	Night care
4b 35.6% of sample need weekend care	No licensed care provided on weekends	Weekend care
4c 35.6% of parents using babysitting outside their home want babysitting in their home		Babysitters who come into home
5a 24.1% of sample need after-school care	After-school care provided at few centers	After-school care
5b 25.7% of sample need summer care	Such care provided at few centers	Summer care
6 Waiting lists have about 100 names	186 unused spaces	Redistribution

Inexpensive Care

All child care is paid for by someone, somehow. When parents are unable to invest their own time and effort, they enlist the aid of those outside the family to help them.

One way to stretch a parent's investment of time is through cooperative day care. While a few have become disenchanted with this approach to child care, some centers appear to have developed a certain spirit which is no doubt beneficial to parents and children alike. Cooperative day care is well-suited to the diverse schedules of the students who presently participate in it. It could be adapted as well to the schedules of part-time employees. But it could only meet the needs of full-time employees if employers were to give them released time to participate.

It is logical to turn to employers for help in child care when parents are working, either through released time or through subsidization of child-care services. Subsidization by employers finds precedent in the defense industries of World War II. But the provision of extra services in these days of inflation and high competition requires either extraordinary benevolence and farsightedness on the part of an employer--or external pressure on him. The leadership of local unions, particularly those connected with electronics industries, would only be representing the legitimate needs of their membership if they pressed for industry-subsidized child care services.

Local government appears sympathetic to providing funds for extra-family child care. At this writing, Mayor Frank McCloskey has just announced that he will request that the city council provide $50,000 for the indirect subsidy of a new $140,000 day care center, to be built by the Monroe County United Ministries, primarily for low-income families. Councilwoman Charlotte Zietlow has indicated that the council will probably approve the appropriation. It would also be desirable for the local United Fund to provide more money for child care; their principal investment at present has been the special education centers.

The State of Indiana has not in the past provided funds for child care.

The Federal government currently provides money for child care through the following programs. In the Social Security Act of 1967, Title IVA provides aid to families with dependent children; Title IVB authorizes grants for child care from state welfare agencies; and Title IVC provides day care costs to mothers enrolled in the Work Incentive Program. In the Economic Opportunity Act of 1964 (soon to expire), Title IIA sets up Head Start as a compensatory education program, mainly for poor families; and Title IB prvides day care for those enrolled in the Concentrated Employment Program. Title I of the Elementary and Secondary Education Act of 1965 provides funds to school districts to set up projects for educationally deprived children from low-income families. In all, the Federal government provided over $524 million for child care in fiscal year 1971 (Jackson, 1973). If something like the Child Development Act, recently vetoed by President Nixon, were ever to become law, that amount might increase greatly.

Care for Children Under Three

Care and early education for children under three has begun in America only in the last decade, but the number of centers is increasing. It clearly meets the needs of parents, and it would appear that, under the proper circumstances, it can better meet the needs of the children served as well (Evans & Saia, 1972). It would be ideal for advanced students and faculty concerned with young children at Indiana University to initiate a demonstration center for infants, in which the needs of both parents and infants were well-met. Several sites have been discussed by citizens of the community as lending themselves to infant care, notably the old library building and a building called the Juke Box.

Adult-Child Ratio in Kindergartens

The ratio of adults to children in Monroe County kindergartens is currently 1 to 22, and the school board has voted to increase it to 1 to 30 next year. Such a ratio is clearly unsatisfactory for the proper development and learning of five-year olds. The problem can be addressed both at the family and at the community levels.

The alternative of parents is not to send their children to Monroe County kindergartens while the 1 to 30 ratio prevails. It is questionable whether such an experience would be of benefit to the child anyway. If this alternative is chosen in sufficient numbers, a clear mandate of the community will be evidenced. The school board will have to either lower the teacher-child ratio in kindergartens or close them altogether. Even the latter alternative might be preferable to the present arrangement.

Night and Weekend Care

Probably the only way to support center care on nights and weekends is to begin with one center, provide quality services there, and saturate the community with publicity about it. With an effective, community-wide campaign, this might be beneficial to all concerned.

Another possible arrangement is to provide a directory of qualified babysitters available throughout the area, annotated with their addresses, telephone numbers, fees, location in the area, hours at which they are usually available, length of notice they usually require, and whether they are willing to come to the child's home. It would be essential that such a directory be widely distributed, perhaps through local newspapers. (The present directory of centers and licensed homes has been of limited usefulness because people who needed it did not have it.) More information about all existing services would certainly help alleviate the problems of night and weekend child care.

Care for School-Aged Children

One way to provide care for school-aged children is at existing centers. Presently, only the Bloomington Developmental Learning Center and the parent cooperatives provide such services. But if such care is provided in centers, the problem of transportation arises. Perhaps buses could take children to centers as part of their regular runs.

Another possibility is for child care to be provided after school at the school itself. An individual could be hired, by the school or by interested parents, to give care to their children after school until 6:00 PM or however long was required.

Redistribution and Location of Care

The discrepancy between enrollment and capacity is misleading--it does not mean that a need is fully met. But it does suggest where and for whom new services should be built and where the appeal of existing services should be improved.

Most child care and early education centers are where the need is greatest--in the areas of homes surrounding Indiana University. The parent cooperatives, generally well-suited to student needs, have declined somewhat in enrollment in the last couple years. It would be well for them to go through university distribution mechanisms--television, newspaper, parent meetings, mailing lists--to recruit new participants.

The needs in the north and west ends of the county appear to be met for the present.

Some have mentioned the need for full-day child-care services in the southern and eastern parts of Bloomington. No full-day, non-specialized centers exist in the city east of Fee Lane or south of Second Street. Yet Bloomington Hospital, the Sarkes-Tarzian plant, and the RCA plant, are all in the southern part of town. There are large residential areas in the south and the east as well. Since people tend to choose extra-family care in more convenient locations, the southern area could certainly support at least one full-day center.

This projection is based on the most conservative assumption of growth. Monroe County is developing rapidly. So will the need for child-care facilities.

Segregation

One last need deserves special emphasis here, a need which rests on the fact that children in full-day centers are totally segregated from children in part-day centers. One child goes to a child-care center. Another one goes to an early-education center. Some people are vociferous in maintaining the distinction ("This is not a child-care center; it is a pre-school!"). One truly wonders what prompts such strong concern.

But the question here is not where the distinction came from, but what to do about it now that it is here. The viewpoint steadily maintained here is that the distinction is a false and confusing one, suggesting that the status of a child's parents determine his right to early education. To that must be added the ever-present dangers of any sort of segregation to American society. Does it make sense to press for integration of schools when segregation was taught to the child before he started to school?

The solution to the problem is simple--combine full-day and part-day services in the same facilities. A note written on one of the parent questionnaires is instructive:

> On a recent trip to France, our children were enrolled in an Ecole Maternelle, which I found the best theoretical model for combining the best interests of the child with the convenience of the parents. In Paris there were schools in each neighborhood, each containing a number of classes, organized by age-groups, for children 2½ to 6. Trained early-education teachers taught classes from 8:30 to 11:30 AM

> and from 1:30 to 4:30 PM. Most children went home for lunch, but working parents could enroll their children in a hot-lunch program, served at the school by recreational-custodial personnel who cared for the children until the teachers, who were wholly free of noon-hour responsibilities, returned at 1:30. The same recreational personnel were on duty from 4:30 to 6:00 PM to care for children whose parents were still at work. This system combined all the best features of schooling (pre-school or kindergarten) and day care; parents did not need to choose between the advantages of an educational program and the convenience of day care; the child was spared the isolation of being parked with a sitter. Depending on their needs, parents could take advantage of 3 hours, 6 hours, 8 hours, or 9½ hours of free child care--only the lunch had to be paid for.

Extra-family child care and early education in Monroe County, Indiana is a dynamic, growing system. If that system grows with planful leadership, the needs of all will be better met.

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Appendix A

Center Questionnaire and Parent Questionnaire Used in This Needs Assessment and Various Cover Letters

QUESTIONS OF CHILD-CARE CENTERS/KINDERGARTENS

The Monroe County 4C Association (Community Coordinated Child Care) is concerned with child-care needs in the county. We can all meet those needs better if you answer the questions on this paper.

1. How old is the youngest child you admit? __________

2. How old is the oldest child you admit? __________

3. Are there any special requirements for a child to be admitted?
____

4. When do you open? __________ When do you close? __________
If you have two shifts, when does the first shift begin? __________
When does the first shift end? __________ When does the second shift begin? __________ When does the second shift end? __________

5. Are you ever open for child care at night? __________
On weekends? __________

6. How many children can you serve 5 full days a week? __________
5 half-days only? __________
other: ____________________

7. How many children do you serve 5 full days a week? __________
5 half-days only? __________
other: ____________________

8. If you charge a flat rate, how much do you presently charge for
one full day of care for one child? $__________
one half-day of care for one child? $__________
half-day/full day for two children? $__________/$__________
half-day/full day for three children? $__________/$__________

9. If you do not charge a flat rate, or have exceptions to the flat rate, please explain how you charge. ____________________
____
____

10. What do you do about sick children? (Check all that apply.)
__________ send them home.
__________ nurse on call.
__________ physician on call.
__________ other: ____________________

11. Do you keep a waiting list? __________ How many names are on it? __________

12. For what reasons would you not admit a child?
__________ center filled to capacity.
__________ center at capacity for certain ages.
__________ child does not meet requirements stated in #3.
__________ child too young.
__________ other: ____________________

(TURN PAGE)

13. In your opinion, how many children between 4 and 5 years of age can one typical child-care person take good care of? __________

14. Which of these is most important for the good care of the children at your center/school? (Check one.)
__________ play with other children.
__________ preparing for school-work.
__________ preparing to get along with others in school.
__________ children finding out about themselves and their world.
__________ other (explain): ______________________________________

15. What kind of child care or improvements in child care does Monroe County need the most? ______________________________________
____

16. What is your relationship to the child-care center/school?
__________ director
__________ teacher
__________ other professional child-care person
__________ teacher's aide
__________ volunteer other than parent
__________ parent
__________ other: ______________________________________

17. How many child-care personnel does your center/school have in each category? (Place a number in each blank.)

__________ director
__________ teachers
__________ other professional child-care personnel
__________ teacher's aide
__________ volunteers other than parents
__________ parent volunteers
__________ other: ______________________________________

QUESTIONS FOR PARENTS

The Monroe County 4C Association (Community Coordinated Child Care) is concerned with your child-care needs. We can all meet those needs better if you answer the questions on this paper.

Name of Child-care Center or School: ____________________________________

1. How many children of any age live in your home? __________

2. Do you need or have someone other than the child's parents to take care of your children 6 years old or older before or after school? __________
in the summer? __________

3. How many children 5 years old or younger live in your home? __________
How old are they? __________

4. (Check one) I am a:
________ mother
________ father
________ other: ______________________________

5. Do other adults live with you?
________ no other adults
________ my husband or wife
________ other: ______________________________

6. What kinds of child care do you use now? (Check the ones that apply.) / What kind of child care would you prefer? (Make these checks in the blanks below.)

________	Babysitter or relative in my home............	________
________	Babysitter or relative not in my home........	________
________	Licensed day-care home......................	________
________	Half-day center or kindergarten..............	________
________	Full-day center.............................	________
________	Other (explain): ____________________	________

7. How much do you now pay for one full day (about 8 hours) of care for one child?
$____________

8. Answer this question only if you wish. What is your family's average income per year?
________ less than $3000
________ between $3000 and $7000
________ between $7000 and $10,000
________ over $10,000

9. Do you or your spouse miss work or school when your child is sick? __________

10. Why do you need or have child care other than the child's parents?
________ I have a job.
________ My spouse has a job.
________ I am a student.
________ My spouse is a student.
________ My child needs and deserves the experience.
________ Other: ______________________________

11. About how many hours a week do you need or have child care? ______ hours

(TURN PAGE OVER)

12. What time of the day do you usually need or have child care? from __________ to __________ .

13. How often per month do you need child care at night? ________ nights per month; on weekends? ________ weekends per month.

14. How much are you willing to pay for one full day of very good care for one child? $________

15. Do you ever worry about the child care you now use? ________
Why? (Check the ones that apply.)
_____ too expensive
_____ overcrowding
_____ too far away
_____ other (explain): ______________________________
_____ undependable
_____ poor meals
_____ child does not seem happy

16. What problems, if any, have you or your friends had in finding child care? (Check the ones that apply.)
_____ waiting list
_____ child too young
_____ child handicapped
_____ other (explain): ______________________________
_____ time of day when care was needed
_____ care too far away
_____ care too expensive

17. In your opinion, how many children between 4 and 5 years of age can one typical child-care person take good care of? ________ children

18. Which of these is most important for the good care of your child? (Check one.)
_______ play with other children.
_______ preparing for school-work.
_______ preparing to get along with others in school.
_______ finding out about himself and his world.
_______ other (explain): ______________________________

19. What kind of child care or improvements in child care does Monroe County need the most? ______________________________
____

PLEASE RETURN THIS PAPER TO THE CHILD-CARE CENTER OR SCHOOL OR MAIL IT TO:

Mrs. Frances Fedderson, President
Monroe County 4C Association
RR#1, Box 90
Bloomington, Indiana 47401

12. What time of the day do you usually need or have child care? from __________ to __________

13. How often per month do you need child care at night? ________ nights per month; on weekends? ________ weekends per month.

14. How much are you *willing* to pay for one full day of very good care for one child? $__________

15. Do you ever worry about the child care you now use? ________
Why? (Check the ones that apply.)
______ too expensive
______ overcrowding
______ too far away
______ undependable
______ poor meals
______ child does not seem happy
______ other (explain): ______________________________

16. What problems, if any, have you or your friends had in finding child care? (Check the ones that apply.)
______ waiting list
______ child too young
______ child handicapped
______ time of day when care was needed
______ care too far away
______ care too expensive
______ other (explain): ______________________________

17. In your opinion, how many children between 4 and 5 years of age can one typical child-care person take good care of? __________ children

18. Which of these is most important for the good care of your child? (Check *one*.)
________ play with other children.
________ preparing for school-work.
________ preparing to get along with others in school.
________ finding out about himself and his world.
________ other (explain): ______________________________

19. What kind of child care or improvements in child care does Monroe County need the most? ______________________________
____

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Bloomington, Indiana 47401

QUESTIONS FOR PARENTS

The Monroe County 4C Association (Community Coordinated Child Care) is concerned with your child-care needs. We can all meet those needs better if you answer the questions on this paper.

Name of Child-care Center or School: ______________________________

1. How many children of any age live in your home? ________

2. Do you need or have someone other than the child's parents to take care of your children 6 years old or older before or after school? ________
in the summer? ________

3. How many children 5 years old or younger live in your home? ________
How old are they? ________

4. (Check one) I am a:
________ mother
________ father
________ other: ______________________________

5. Do other adults live with you?
________ no other adults
________ my husband or wife
________ other: ______________________________

6. What kinds of child care do you use now? (Check the ones that apply.) / What kind of child care would you prefer? (Make these checks in the blanks below.)

________	Babysitter or relative in my home............	________
________	Babysitter or relative not in my home........	________
________	Licensed day-care home.......................	________
________	Half-day center or kindergarten..............	________
________	Full-day center..............................	________
________	Other (explain): ______________________	________

7. How much do you now pay for one full day (about 8 hours) of care for one child?
$________

8. Answer this question only if you wish. What is your family's average income per year?
________ less than $3000
________ between $3000 and $7000
________ between $7000 and $10,000
________ over $10,000

9. Do you or your spouse miss work or school when your child is sick? ________

10. Why do you need or have child care other than the child's parents?
________ I have a job. ________ My spouse has a job.
________ I am a student. ________ My spouse is a student.
________ My child needs and deserves the experience.
________ Other: ______________________________

11. About how many hours a week do you need or have child care? ______ hours

(TURN PAGE OVER)

This is a questionnaire to assess the needs for child care in the Bloomington area. If you are interested in filling out the form, please bring it back to Stone Belt Center or send it to the address at the bottom of the questionnaire.

Thank you

HOOSIER COURTS NURSERY SCHOOL is taking part in a survey to determine child care needs in this area.

PLEASE RETURN THE QUESTIONNAIRE BY Friday, April 5. Thank you.

CHERRY HILL CHILDREN'S CENTER
April 4, 1974

Dear Cherry Hill Parents:

The information sheet desired by and from the 4C Association is strictly their own efforts. We are not sponsoring or requiring it, but are only trying to cooperate with them, trusting their sincerity to gather such information for the total good of the community. After reading it you may or may not wish to fill it out. It will not affect you either way here at Cherry Hill.

Sincerely yours,
Brother Tiller

April 8, 1974

Dear Kindergarten Teacher:

The Monroe County 4C Association (Community Coordinated Child care and early Care) is sponsoring an assessment of the child educational needs of children under 6 in the county. Enclosed are two kinds of questionnaires, one for you, the other in the white envelopes to be distributed one per family which has a child in the kindergarten. Each family may either mail their questionnaire to the 4C Association or return it to the kindergarten. Please send all completed questionnaires to Dr. David Ebeling in the Administration Building of the MCCSC by May 1, 1974.

There are a few points concerning the questionnaire which you are to fill out (for child care centers and kindergartens). One is to be filled out per school. Please write the name of the school on top of the form. The question about cost per day is not applicable. Any questions may be directed to Larry Schweinhart, 2215 W. 3rd, 339-4186.

Respectfully,

Larry Schweinhart

Larry Schweinhart
Monroe County 4C Association

Appendix B

Addresses, Directors, and Telephone Numbers of Centers Used in the Needs Assessment

MONROE COUNTY CHILD CARE AND EARLY EDUCATION CENTERS April, 1974

Southwest

Heatherwood Child Care Center, 3650 Leonard Springs Rd., Nancy Leach, 825-5400
Happy Day Nursery, 3965 Walnut Leaf Dr., Janet Drew, 332-0303
Melody Pre-School, Gifford Rd., Jacky Adams, Sherry Dick, 339-5365

North

Wishing Well Pre-School, 221 W. Association St., Pat Hinchman, 876-1038
Forest Park Center, Penny Lane Pre-Schools, Inc., Smith Pk. & Rte. 46, Sandy Weikart, 876-5459
Christian Center Day Care Pre-School, 827 W. 14th St., David Edie, 339-3429
Area Vocational Child Care Center, BHS North, 3901 Kinser Pk., Mary Sessions, 336-0291

East

Bloomington Developmental Center, 2120 N. Fee Ln., Gilbert Mansergh, 332-3695
Children's Corner Cooperative Nursery School, 2420 E. 3rd, Mrs. Harry Yamaguchi, 332-4439, 332-9670
One World Cooperative Nursery School, 1514 E. 3rd, Marilyn Hesemann, 339-0628
St. Mark's Nursery School, 100 N. Hwy. 46 Bypass, Mary Jane Van Hook, 332-5788, 336-3748
Stonebelt Council for Retarded Children, Inc., 2815 E. 10th, Gen Shelton ~~Jean Burton~~, ~~Barbara Howder~~, 332-2168, /~~336-8160~~
Hoosier Courts Cooperative Nursery School, Linglebach Ln., Mary Smolen, 337-1091

South and West of Indiana University

Small World Nursery School, 1026 E. Hillside Dr., Kathy Sparks, 339-2963
Bloomington Montessori School, 341 S. Lincoln, Eric & Linda Mjolsnes, 336-2800
Washington Center, Penny Lane Pre-Schools, Inc., 401 S. Washington, Bill Shapiro, Liz Ecklein ~~Linda Pye~~, /339-3800
Mandala Pre-School, 1103 Atwater, Liz Kuhlman, 334-1128
Presbyterian Pre-School, 221 E. 6th, Jean Kellerman, 336-7939, 332-4306
Monroe County Pre-School for Handicapped Children, 221 E. 6th, Carole Allshouse, 332-4306
Cherry Hill Children's Center, 417 E. 16th, Belinda Reynolds, 336-5843, 336-5958

Student Cooperatives

Big Monster Family House, 901 E. 14th, 337-0273
Thirteenth St. Co-op, 1010 E. 13th, 339-5049, 337-3780
Knee-Hi Co-op, 702 E. Cottage Grove, 337-0150
Sunflower Plant, 803 E. 11th, 337-0178
Hobbit House, 915 E. 11th, 337-9316
Children's House, 515 E. 7th, 337-0276, 337-9438
Hunter Co-op, 825 E. Hunter, 339-4545

Head Start, Monroe County Community Action Program, 101 S. College, Pauline Dyer, 339-3447
Arlington United Methodist Church, 1820 Arlington Rd., 332-0684
Crestmont Public Housing, 1007 N. Summit, 336-0844
St. Mark's Methodist Church, 100 N. Hwy. 46 Bypass [illegible] 0146
St. John's Catholic Church, 3410 W. 3rd, 339-6006

Kindergartens, MCCSC, North Dr., Dr. David Ebeling, 339-3481
Arlington Elementary School, Ruth McClung
Broadview Elementary School, Elizabeth Calkins
Brown Elementary School, Suzanne Thompson
Childs Elementary School, Betty Keener
Clear Creek Elementary School, Kathryn Hollinger
Elm Heights Elementary School, Sharleen Loudermilk
Fairview Elementary School, Martha J. Robbins
Grandview Elementary School, Marcia Baldwin & Susan Taylor
Harrodsburg Elementary School, Carolyne Irish
Hunter Elementary School, Wilma Myers
Marlin Elementary School, Suzanne Thompson
McCalla Elementary School, Joan Goen
Rogers Elementary School, Jean Biggs & Nancy Hawkins
Sanders Elementary School, Olwen Wright
Templeton Elementary School, Carolyne Irish
Unionville Elementary School, Sue Berry
University Elementary School, Diane Baxter & Sarah Bolyard
University Pre-School (3s & 4s), Virginia Woodward

Appendix C

Complete Listing of County Child-Care Needs Reported on Questionnaires

Following are the responses of center directors and parents to the question: "What kind of child care or improvements in child care does Monroe County need the most?"

Center Questionnaires

Quality day care for the working poor who cannot afford care, but are above Federal poverty guidelines; care for children under 3.

Infant care; babysitting for children who are handicapped and have special needs.

Infant care and a full day kindergarten program.

Infant and toddler care.

More day care at a cost families can afford; care for under 3 --quality developmental care.

Small centers (not over 20 children) with necessary equipment and organized material-activities.

Seems to be a need for three-year-olds and under (baby, infant).

Care for children between 1 and 3 years of age, night care is needed, lower cost of child care.

Publicity for present facilities.

Cooperative day care (low-cost) outside of university.

Less expensive child-care facilities; currently need a great deal of money or a great deal of time to contribute to a good day-care center.

More centers.

Full day care.

More day care with well-planned educational programs and low child-teacher ratio.

More all day centers for working mothers.

Training in dealing with young children; also training to handle handicapped children.

Facilities for infants to 3-year-olds; emergency short-term child care.

Needs to provide convenient kindergartens for all 5-year-olds.

Good, inexpensive day care with licensed personnel.

The Department of Public Welfare should have the authority to close down the most blatant violators of state laws so that other child-care centers do not get tainted with the bad names of such places. It's really very unfair for many child-care centers to try to have quality child care and then have one or two bad apples spoil the bushel. Don't really know if there is a need for "more low-income" child care in Monroe County as I have had 5-8 places saved for Title IV-A people since September, 1973 and have had no one even call about them (it is known that we do have Title IV-A funds).

Parent Questionnaires

Care for Children Under Three

Infant and toddler care for those who need it.

Care for toddlers--I think infants should stay with their family until at least walking.

Care for younger children--2 and younger.

For those who wish to use child-care centers, but have children under 2 years old, there are very few possibilities in our area.

Better care for smaller children (1 to 3 years).

They need more day centers that will take younger children and have special rates for more children.

Care for children 2 and under and good quality full day at reasonable cost for all ages (to school age).

I would say they need nurseries for infants, like perhaps if the mother should have to leave a small baby, but wants to make sure it is taken good care of properly.

The type that handles young babies (3 months and older) as well as 3-year-olds.

Good facilities for very young (pre-nursery school) children.

Infant care centers.

Infant care.

More infant care.

Handicapped Children

Dependable child care for handicapped children, especially the severely handicapped.

An adequate number, well-trained and easily available, especially able to give care for children who have a degree of physical or mental handicap.

Centers for handicapped children.

Need for Inexpensive Care

More inexpensive centers for students' children; more geographical diversification.

More flexible care--in terms of times, types of care; inexpensive care.

Monroe County needs child care for socially and economically deprived children and for children whose parents are students. Good care must be more than safety and maintenance. Time and attention for personal needs is very important since parents of children in these circumstances are often short on these qualities. I have noticed that most day care situations do not provide much quiet or privacy for pre-schoolers which is in my opinion surely needed, at least occasionally during the day.

More funds for centers and better learning programs for older children.

More well equipped, low cost all day centers.

More centers at a lower cost.

Low cost care scattered around Monroe County with a healthy atmosphere for child. At one point in my employment, my sitter and I split my check down the middle. Finally, I make about $10 more than I pay her. Perhaps with a few more raises and less children to pay for on a full-time basis during the school year, I will be able to put money away after grocery shopping.

Low-rent facilities, financial aid, evening facilities, more community involvement.

More facilities; cheaper rates; better program and diet supervision; facilities for toddlers and infants; more, better-paid, good personnel; care for sick children.

Improvements--less expensive; adequate staffing; concentrated effort for the needs of the children.

More centers that are less expensive; i.e., federally or locally receiving some support.

Affordable day care for workers.

Less expensive care centers. I don't clear much after paying for a sitter. I take home less than ½ of what I clear.

Cheaper good day care.

A low rate child care for people of lower income; for those who need the work but can't afford private care. Some people would have to pay the babysitter nearly as much as they earn. Day care should be made available to these people.

More inexpensive centers which provide some sort of standardized program for children.

I believe they need more day care centers within price reasonable enough for part-time workers.

The fees (except Hoosier Courts) are high and not flexible to correspond to family budget.

Low rates for working people. Because it's hard to make ends meet.

More moderately-priced centers with well-supervised programs. I am concerned that there is such a negative reaction to student (IU) cooperative centers. A potential exists for excellent care, parental involvement, and stable relationships for the children. Knee High has functioned exceptionally well for 18 months--yet the idea does not seem to be adequately researched and supported. Mrs. McFall (County Welfare) will give you excellent reports on our center...yet negative publicity and opinions based on other less well-organized co-ops make it difficult for us to get new members. It is a most rewarding experiment.

Good low-cost full-day day care. We belonged to a co-op day care center for 2 years. It was good, but there are difficulties inherent in a fully cooperative effort involving the inability of student parents to give uniform and consistent high quality care and the lack of stimulating programming for older pre-schoolers.

Day care for more low-income people at a reasonable price, especially for families where the woman must also work. If parents could get employers to let them off a half day a week, cooperative day care for them would be the best. Cooperative day care has been a good experience for both my husband and myself and for our child. This summer we shall be moving from Bloomington, both of us having completed our degrees. We will miss Hobbit House. We have put a lot of effort into making it a good environment for our children. Mrs. McFall of the State Board of Health has said that low-income parents should not be allowed to form such cooperatives (not enough education?). I believe this should be reconsidered.

Care for children of mothers (divorced or widowed) with low income. Some can't afford current prices with other prices so high.

More and better equipped facilities for people who can not afford to pay an extreme amount. At one time I was paying $25.00-$30.00 a week; that's almost half my paycheck, and that's what we live on.

More centers at prices student families can afford as well as low-cost centers to encourage families on welfare to work.

A nursery school or something that will help the mothers with three and four younger children that won't take half or more of their income.

Inexpensive good care.

They need proper care that the average working parent or parents can afford.

Free child care for all families from age of 3 years onward.

Financial assistance--IU, taxes, etc. Coordination without red-tape.

A company-helped or subsidized plan to take the expensive burden off of the employees. One that is close to business or work (possibly state help in payments!) (I have to work in order to pay bills and eat. We pay $40.00 per week for baby-sitting and day care. It would be a relief to have a little help on paying. I don't see how a woman and man with 3 or 4 children live if the woman works out of the home!!!)

Locally subsidized care for lower incomes not eligible for welfare especially.

It needs to support nursery schools like Hoosier Courts which might be closed because it needs funds to keep running with quality teachers and a school-type program. It is important to students and students just don't have the money to pay for the quality they feel their children need.

Child care for Monroe County residents--government subsidized.

Grants for cooperatives.

Less expensive child care facilities--or employers to release time from work so parents can participate in co-ops (without reduction in pay).

Less expensive day care and/or work release time for parents to participate in co-op.

1. Arrangements with employers to allow parents (both male and female) and interested, willing, capable friends time off work to participate in cooperative day care.
2. Creative after school and Saturday activities for pre-school and elementary children.
3. Economical (like cheap) child care for people who cannot arrange to work in day care centers.
4. Evening and night care for parents who must work or study during those hours. Perhaps a babysitting exchange where people exchange hours (particularly at night) of babysitting instead of money for services. Kids get to know one another and a fine time is had by all. This would be possible to do on a community level with just a bit of thought and organization.

We need more publicity, time off work for parents to work in day care centers, volunteers, integration with the community at large--dispelling the erroneous notion that we [cooperatives] are restricted to IU students, faculty, affiliates. Our day care center is a strong group, but the university is trying to get us to move to a house far removed from campus....and who wants to make changes when things are going well? We'd like to see more co-ops flourishing as ours is. We want to improve the physical condition of our center, but can't till we know how long we'll be allowed to stay here...etc.

Need for After-School and Night Care

Better quality full day centers with meals provided, and more teachers per children, with better planned activities for the 4 to 5-year-old range. We also need, very desperately, after-school and summer programs for elementary school children.

A place for grade school children before and after school, care for children under 2 or 3 years of age, and place to take child just half days if mother works part-time.

Evening care, possibly co-op. Babysitting too expensive for students with no income.

Extended child care (longer hours, 6 AM to 10 PM) of moderate cost that would be stimulating as well as personal. I have waited to work until my children are all school age because I could afford to. Many mothers can't wait. Still--care when a child is sick is always a problem, and transportation for children, immediate after-school care, etc., also are problems.

Some sort of care for after school and vacations, also for handicapped children.

An after-school program and very low-cost child care for young children that the community is comfortable with. I think co-op child care gives the most advantages to an entire family, but many people in the community would not be comfortable with our set-up and have a desperate need for inexpensive child care.

We need more day care and before and after school programs for children in public schools.

More, cheaper child care facilities with earlier and later hours.

More centers at a lower cost; an after-school programs/child care for ages 6-11.

More centers like Bloomington Developmental Learning Center interested in "whole" child and his family; a pool of available affordable night-time sitters.

Child care for after 5:00 PM.

24 hour centers so parents working nights wouldn't have problems finding good care. I've never worked nights, but have heard mothers talk about problems finding night care.

Need a child-care center for parents who work nights.

Working Parents

All-day care for children of working mothers at reasonable prices. Also well-planned days.

Full day for working mothers. I don't think mothers like myself who have a flexible schedule and a good income have much to complain about, really.

Centers for working (schooling) parents. I would like very much to have ... in an all-day center, because I have started school and the expense of a sitter, gas and time.

More and better facilities for working mothers--particularly for those with limited income.

There should be more co-ops, especially for working mothers, with employers allowing parents to take time off to work in centers. How about some co-ops on the west side?

I would think inexpensive, good care for divorced or low income working people.

Day care for working mothers.

Day care for working mothers for all age levels--3 months up!

Nursery schools in Bloomington are geared for the non-working mother and most of us have to work.

Law should be passed--city, county, state or national--that allows working parents time off to participate in cooperative child care--at all levels, even as aides in schools, not just at pre-school child-care level.

Probably need good day care for those who must work (both parents) and possibly as low cost as feasible.

Part-Time, Drop-in

Drop-in day care for 3-4 hours not on a regular basis--This I need the most right now.

Care for either full-time or part-time--charged accordingly--If pre-school, some learning, guidance, but mostly looking after, love and care. The price is important also; you have to find somewhere where you come out a little ahead after payment.

Half-day care on flexible basis for middle-income families.

A good child care center where parents can leave children for 1-several hours during the day--so that parent can shop or spend a few hours alone.

Place where you can get care on a part-time basis.

We need some kind of facility where non-working mothers may leave their children to take care of medical appointments, family business, etc.

I'm not educated in this area. However, for my personal use, a center available for a few hours one or two days per week would be convenient. This would be a center to care for the children while the mother did shopping, etc.

Some type of nursery co-op or volunteer (say, a church) that would give mothers a few hours a week to do shopping errands, go to beauty shop, dentist, etc., without children lagging along when they would rather be playing anyway.

Drop-in or previously arranged occasional care center.

Qualified people to care for school-age children on a part-time basis during public school vacations while parents work, or in the child's home if he is ill.

More older, dependable people to come into a home, but not on a regular, weekly basis.

More pre-school facilities willing to take children on a part-time basis.

Feel that half-day program and kindergarten is needed now more than ever and on east side as well as west.

I do not use day care now, but what we need is day care available on a part-time basis where a mother could leave her child with a competent, loving person for a few hours at a time when needed. I realize that's difficult to arrange, but that's what this community needs. Every mother I know could use it. As it is, a mother's medical appointment becomes a neighborhood project.

More Centers

Centers well versed in early childhood education.

Organized centers available to all persons.

It needs many more facilities!

I'm not familiar with the day-care situation, but this like all communities needs more and better nursery schools.

More day-care centers properly staffed.

More pre-school programs.

Day-care centers.

To have more child day centers and qualified personnel.

More and cheaper child care.

Day-care centers (including those one may leave their child less than all day), nursery schools.

Fully licensed day-care centers (preferably government-supported).

More quality centers at nominal costs.

More facilities.

More facilities to prevent future overcrowding.

More full-time centers whose primary interest is the pre-school child.

This county needs more Christian Day Care Centers, as environment and proper training at a very early age is extremely important.

More high-quality, well-staffed (young staff: 20-30), reasonably priced (not ... $35.00/week pseudo-day-care facilities), clean facilities. Coops are ok for those who can afford to contribute time; church-run tend to bypass the bureaucratic red tape and low-level help problems best. A very selective hiring policy is needed to acquire competent, motivated, patient personnel.

It doesn't have any as far as I know. So it would need everything.

Personnel Needs

More teachers.

Educating babysitters to handle food safely, avoid hazardous surroundings--and be responsible and ethical.

Screen babysitters better.

I feel the area needs more private, dependable, trustworthy nursery-trained sitters. I feel ... and day care centers need more supervisors and care for the large number of children they care for.

Real well-adjusted, happy women and men who love to work hard.

More adults willing to work in your home.

Better, more qualified staff, more pay for staff. Staff needs to have early childhood certification. Better facilities and equipment; should not handle too many children at one time.

Equipment and Facilities Needs

More recreational places; playgrounds.

Better buildings with more equipment and trained personnel in all areas of city.

More play equipment.

Curriculum Needs

I feel there should be some emphasis on alphabet and numbers for the 5-year-olds.

Less regimented programs--the children should be free to choose what he or she does or doesn't want to do and not what is easiest for the teacher; there are times all children need to be required to do things, but not for the whole day!

Needs more parent-staffed (inexpensive) centers, less structured activities within the centers. Most centers I have looked at are geared to attracting the parent and maintaining his approval through activities which are not beneficial to the child but which "look nice" when the child takes them home. A freer attitude without the 1st grade procedure (raising hands, etc.) for pre-schoolers would be nice.

Less expensive, more organized programs that include stimulation in learning experience as well as physical care.

Low-cost, good day-care centers that stimulate as well as "babysit."

Needs more responsible and relatively inexpensive child-care centers where the development of the individual is uppermost.

Where kids can grow at their own pace.

More learning centers with direction for independent learning with materials on child's level (within easy access to child).

Quality Centers

Healthy surroundings and personal attention.

They need more facilities where you would not be afraid to leave your children.

All day--consistent, well-planned care.

Better centers--better hours for those needing not so many hours--lower cost according to needs.

Better quality, full-day centers with meals provided, and more teachers per children, with better-planned activities for the 4 to 5-year-old range.

More centers of quality.

Most important is reasonably priced (for low-income or welfare families) nurseries in which some stress is put on social concepts and some on learning (pre-school) or adjusting to expected behavior in school situation.

More quality centers, more cooperation-communication between existing ones.

Less attention on quantity and more attention on quality care; i.e., meeting needs of individual children.

I feel child-care facilities are needed, but I would not want to send my child to a center where all they do is watch the children. My child is in school not only for the great experiences learned through other children, but for channeled help in development. The pre-school is excellent.

More well-thought-out day care.

Kindergartens

Smaller kindergarten classes.

Kindergarten.

Public kindergarten--this would relieve day-care centers of older children, making room for other, younger children.

More kindergartens.

More pre-school types of the school system is going to be less able to provide full environments for school children.

Miscellaneous

I feel some of the licensed homes need to be more closely investigated. Everyone is not suited or capable of caring for preschool children.

Child care centers which aren't connected with county aid.

Monroe County seems ahead of its neighbors in child-care, at least in my opinion. There are more things offered for the pre-schooler here than I've ever seen.

Creative grade schools are the next step. The day-care centers in operation are pretty good because of parental effort.

Send a menu home so every parent can know [what] their child is getting each day.

More concern for the child's well-being than money.

More volunteers.

I am very leary of child-care people who take in children when they live in trailers. I would never let my children be in that situation, as I feel trailers are too dangerous.

More community support.

More community involvement.

Competent people to stay with sick children of school age in the child's home.

The care of the kids themselves.

Some experience with men for [the children of] divorced and widowed mothers who choose not to date.

Too many children allowed for one person. Too many mixed ages allowed together.

Good pre-school care; uncrowded.

Most important to me is improvement in the 2 and 3 part-day pre-schools, as many parents are unhappy with several present schools.

Better (quality and quantity) medical and psychological services for children.

Cooperative Day-Care Centers

Monroe County and I.U. students need to get over prejudice against coop day-care centers.

Free parent coop, community-sponsored, with several professionals hired.

More co-ops, or semi-coops for "40 hrs./wk." working people.

More help for co-op day-care centers--money--good houses--community programs (CAP, welfare, Head Start) could encourage community members to participate in this type of day care for the good of all.

Full day, cooperative nursery school, 3-5 years.

More support for cooperative efforts in child care.

More cooperatives.

More inexpensive cooperative day-care centers.

Cooperative day care outside of university environs.

A study to assess demand for non-university affiliated cooperative day care would be in order. For those who work full-time, either subsidizing their children at existing centers, or organizing and funding new centers (including some available for those who work at night) would be desirable. Say, have a graduated scale of fees based on ability to pay. A problem I'm not sure how to handle--infants (less than 1 year) who need day care. Perhaps a double service could be served by helping (on an income-proportional scale) to pay for private babysitters (going rate is about $15/week). This would (1) get care for those who need it, and enhance awareness of its value by having them pay something; (2) bring some extra income to the people babysitting. For example, a lot of wives (I don't know about husbands) of students in married student housing supplement meager student incomes by caring for babies in their home.

We have had experience in a cooperative day-care center and were very unhappy with it; hence my prejudice against day care. I feel very strongly that, especially for small children, there should be one worker for three children at the most, and that there should be at least one permanent figure in the center, as well as some central guiding principles employed so that everyone is working toward a common goal rather than against one another; and also in order that pre-school age children are not called upon to handle opposing sets of ideologies every four hours. Also, I believe that the children's happiness and security are more important than the political postures of the parents. My comments reflect some of the problems we encountered in our day-care center. We feel very strongly that the conditions in this center were adverse to the happiness and development of children. I am aware that there is a great need for good day care in this community, and am very much in favor of it. However, I feel that a far-reaching education drive is necessary and that existing day care needs close examination. I'm afraid I'm still too upset and bitter to be very objective about the day-care situation, but would be more than willing to discuss some of the real problems we encountered more extensively if it would be at all helpful. Children in general seem to get short shrift in our society in individual homes as well as day-care situations. I think it's a healthy and hopeful sign that increasing numbers are interested in children's rights.

Babysitting Pool/Exchange

Available people to come to the home.

The type of babysitting that many of my friends and I need is some kind of agency to call to engage someone to sit during the day from about 9:00 to 3:00. After school is out, babysitters are available.

A pool of capable people that can be called on, including overnight care and available during the University vacation.

Would like to see a babysitting service for those nights when it is impossible to get a sitter--through the week most sitters can only stay till 10:00 or 10:30.

A list of qualified (trained or experienced) babysitters to come into a person's home during a family crisis or event, i.e., hospital stay for a parent, unexpected death or illness of a family member out of town. And I feel that such a service of providing professional, in-home care for a family of young or pre-school children would be widely used, especially since so many families in Bloomington do not have close relatives living in Bloomington to help out as was the case years ago when families tended to live in the same vicinity and were able to care for each other. I also am occasionally in need of an adult sitter to sit later than 9:30 P.M., which seems to be a fair time limit for local younger high school students. Also students are often not available or dependable. So, I feel a more adult babysitting service is needed.

Need for Summer Care

They need sitters for older children in summer.

Interesting program (babysitting and activities) for children too old for nursery school and too young for camp--summers. We've had many, many babysitters during the past few years. Two of the best ones have been males (graduate students). For various reasons, we urge you to encourage young (and older perhaps) men to participate in child care.

Summer program.

Location of Care

More day care centers closer to working areas (nearer large factories, etc.).

Neighborhood nurseries (child care centers) would be lovely. (i.e., a place to leave one's child for a few hours at a time.) A child would be with friends in a neighborhood center.

Transportation to child care facility for public kindergarten students for remainder of day.

Nurseries and child care at the factories.

More flexible, child-centered, decentralized (like how about starting something like the Christian Center in the south or southwest part of town) low cost and good quality facilities, including the underwriting of parent cooperatives.

There should be child care centers in each 20-block area where parents can leave their children on a co-op basis.

More accessible to various parts of the area.

More child care centers like Heatherwood located in various parts of the city.

More care centers located close by large factories.

They need a center for children who are of kindergarten age and their parents have to work and are not able to drive the children to kindergarten.

I feel middle and upper-middle class families have the same needs as the lower classes. There is no good day care center on the east side of Bloomington; Heatherwood is too far away, but it is of the type needed.

They need more centers, some on each side of town, because if you live south of the city, work at RCA, and have to drive north of town to a center and back again, you just can't afford it and you can't find enough time to get back and forth.

Need more day care centers closer to large factories.

Although we ourselves do not need it, we would like to see larger companies provide day care facilities for day and night care of employees where parents can know their children are cared for, visit on meal breaks and coffee breaks.

Testimonials

I'm totally pleased with the care my son gets at Bloomington High School North. He's happy and very well adjusted for a 3½-year-old.

More facilities like the Christian Center and care for evenings.

More good, reliable, child-oriented centers (Heatherwood an example) with possible sliding scale fees according to income.

More centers similar to this one [Bloomington Developmental Learning Center].

A teaching set-up like Presbyterian Pre-School, but with 5-day a week program from 8 AM to noon for 3 years old and up.

More licensed homes--like "Nelson's Nursery." Publicize these places, so we know they exist.

Penny Lane has begun to have a letter a week (e.g., F) and most activities that week are centered around that letter. They have a slip for mothers telling proper way to help child make letter. For my personal needs, I think school should open sooner. 6:30 AM isn't early enough because I must drive to Indianapolis and report for duty at 7:30 AM. But I suppose not many mothers need the school much earlier than 6:30 AM.

For my handicapped child's needs, Stonebelt meets them. I'm sorry to say I don't feel qualified to speak for most parents.

I feel Heatherwood has everything necessary as a good child care center. This is the first year I have worked full-time and needed child care, so I am really not too aware of problems of others.

More places like Cherry Hill which is tightly run with well-planned activities, be they daily arts and crafts or rainy weather days play.

More teachers like Nina Ost and Kate Kroll; more supervisors like Mrs. Yamaguchi; state money to support them; building to house the schools thus created.

Child-Care Publicity and Parent Education

Publicity for present facilities.

More publicity or some central way of advertising options to parents. Is there a handbook available describing all centers (private and co-op) for parents to peruse? This would also help those co-op centers who desperately need new families at major "dropout" times.

Publicity of cooperative day care centers that are in action now. There are surely more people willing to work some to pay such a small sum per month and still get good child care.

Advertising or agency (babysitter and mother need better way to contact).

Central listing of available, occasional sitters by geographic location.

Possibly a service available for newcomers, or anyone interested, to assist them in finding the names, locations, etc. of any child care centers in their area.

Make available to parents lists of day care facilities with ratings as to neatness, cleanness, ratio of adult supervisors to children, value of educational program--if any....

Better training, more information to parents, better coordination of centers as to their efforts in providing the service.

Dissemination of information concerning facilities in the community that serve not only "normal" children, but also facilities for children with problems (speech and hearing, reading problems, intellectual retardation, motor handicaps, etc.). Establishment of parent discussion groups to better equip parents to deal with behaviors of children (aggression, jealousy, etc.).

I have been satisfied with care this year due to the Developmental Learning Center. Last year I desired a more current listing of licensed sitters than was available.

Training and help for day care homes, toy exchange, ideas and aids to improve homes; some type of certification to show parent that the child-care person is "trained."

More public awareness of the 4C Association. A lot of people looking for child care do not know where to get a good and highly recommended babysitter.

Educating parents to the need for and importance of early childhood education and adequate child care. I was very happy to fill out this form that my son brought home from kindergarten. I hope all parents will take the time to fill it out. I have talked with many parents who do not feel that early childhood education is important. I know it is important, but I'm not equipped to convince them.

Against Some Child Care

If I were to need child care daily, I would feel it did not offer adequate facilities to make my child feel comfortable. Personally I believe people who have kids should take care of them by themselves and should not--except in financial need cases--depend on child care institutions--or as occasional babysitters.

Bloomington has more day-care and nursery schools than any other place we've lived. I believe pre-schoolers belong with their parents at home.

Mothers to stay home and care for their own children. More nursery schools that are inexpensive.

More nursery schools instead of day-care centers.

A program should be designed to encourage one parent not to work. Child care should be for the benefit of the child, not for the convenience of the parents.

Because of the possibility of child care's becoming a substitute for parental responsibility in decision-making, I hesitated before sending this in--it's too easy to read my responses as indicating all-out support for child care. They do not. As soon as child care services become parental substitutes, they lose all reason for existence. Your question should be, at this point, how many others feel this way who do not send in a response to this questionnaire?

I do not use any organized day-care program except the nursery school, but rely on personally selected babysitters in my home or at church.

I do not use a babysitter unless it is a have-to case. I have both grandmothers available when needed, otherwise maybe a neighbor for an hour.

Elaborated Suggestions

Monroe County should have a 24-hour child-care center with trained workers for use by "registered" participants. This would provide adequate care for children of divorced parents who are required to work extra to make ends meet. This would also eliminate using [older] children or unqualified people to care for children during "after hours."

Although I am not a working mother at the present, I have been; and my biggest concern was my child under loving care. I don't know if there is such a list in Monroe County, but if I were to work again, I would like a list to refer to of qualified and loving babysitters or care centers. I would want to be assured that everyone or group on this list had been screened and observed. If I were to use a child-care center, ideally I'd like to have it close enough to my work, and I'd like to see the program flexible enough that I could run into the center on my free time and/or lunch break and be with my child and/or children. I can envision child-care centers near or as a part of all the industrial plants, schools and shopping areas. Big dream!!!

I would like to see a day-time babysitting service developed--where qualified adults in a central, downtown location care for children on a come-and-go basis for a minimum charge per hour. We were very pleased to avail ourselves of this service when we were students in Southern California. A local church opened its facilities to the public from 8 to 3, utilizing both indoor and outdoor facilities. A charge of 50¢ per hour was made and 50¢ extra if the supervisory adults helped the children eat lunches brought by the child. Parents leaving children filled out a sign-in sheet giving their destination and expected arrival time. This service was called "Mother"s Day Out"--and it truly was!

In several cities I'm acquainted with, there is a facility called "Mother's Day Out" or something along that line. It's a service, often provided through church auspices, which offers child care one morning a week. It's staffed by volunteers and charges a very nominal fee, if any. I should think it might work on a cooperative basis. The real service it provides is the ad hoc approach--it's there if you need it and doesn't oblige the enrollment or regular attendance of the child, while giving the mother the chance to get out for a short while for a very small expenditure of effort and money.

1. Good, nutritional, hot meals for each child.
2. Stimulating atmosphere.
3. Personnel who not only care for the children physically, but who also care about them, and their emotional and social needs.
4. Flexible hours and rates of payment, such as half and 3/4 rates.
5. Periodic medical and dental check-ups for lower income families

6. Graduated payments, according to income.
I realize I am describing a school-like facility rather than a cut and dried day-care center, but I feel these are all needed and have a place in a well-rounded day-care program.

On a recent trip to France, our children were enrolled in an Ecole Maternelle, which I found the best theoretical model for combining the best interests of the child with the convenience of the parents. In Paris there were schools in each neighborhood, each containing a number of classes, organized by age-groups, for children 2½ to 6. Trained early-education teachers taught classes from 8:30 to 11:30 A.M. and from 1:30 to 4:30 P.M. Most children went home for lunch, but working parents could enroll their children in a hot-lunch program, served at the school by recreational-custodial personnel who cared for the children until the teachers, who were wholly free of noon-hour responsibilities, returned at 1:30. The same recreational personnel were on duty from 4:30 to 6:00 P.M. to care for children whose parents were still at work. This system combined all the best features of schooling (pre-school or kindergarten) and day care; parents did not need to choose between the advantages of an educational program and the convenience of day care; the child was spared the isolation of being parked with a sitter. Depending on their needs, parents could take advantage of 3 hours, 6 hours, 8 hours, or 9½ hours of free child care--only the lunch had to be paid for.

INDIANA DAILY STUDENT 6-28-74

Child care committee discusses plans, needs

By Marcia Parker

The Community Coordinated Child Care Committee met Wednesday night to discuss plans for child care in Monroe County and to hear a report by Larry Schweinhart, graduate student in education assessing the needs of Monroe County.

Frances Feddersen, committee president, suggested considering the use of a packaged slide and tape show "Who Takes Care of My Children? Child Care 1974", sponsored by Vigo County to educate the public.

Dorothy Johnson, a committee member, filed a report on the success of the Child Care Core Sitter Training course which the committee sponsored. Johnson proposed the course be taught once a year, instead of three times.

The course, which is open to the public, is designed to train persons who would be working with children.

Johnson recommended the course be adapted for teaching younger babysitters.

Monroe County's current day-care problems were discussed. Nancy Leach, director of Heatherwood Child Care Center, voiced frustrations about the lack of children enrolled. Heatherwood has from 20 to 25 openings for children.

Mary Sessions, director of the Vocational Program Child Care Center at Bloomington High School North, agreed with Leach and said her clients didn't seem to need summer day care.

Schweinhart summarized Monroe County's child care needs as:

- Money. Currently no state, city or federal agency funds day care. Schweinhart said there was some interest by the city and that this source should be used.

- Care of children under 3 years old. None of the local child care centers accept children under 3. Schweinhart suggested Bloomington undertake a demonstration project which might be adopted at the national level.

- High ratio of children to supervisors in kindergarten. Schweinhart suggested the committee register a complaint with Monroe County Community Schools Corp.

Study here shows:

Child care facilities needed

By JOHN FANCHER
H-T Civic Affairs Editor

The need for inexpensive child care for low-income working parents and students continues to exist in Monroe County. A recent survey also shows a need for night and weekend child care.

Lawrence J. Schweinhart, Indiana University doctoral student, completed the survey in April after distributing questionnaires to 48 day care facilities and 1,887 families in Monroe County. There were responses from 28 day care facilities and from 331 parents.

Schweinhart discussed the survey with members of the policy board of the Monroe County Community Child Care Coordinating Association, which supported his assessment of needs.

The survey shows a need for extra-family care for children under three years of age and a need to deal with the high ratio of children to adults in kindergartens.

There also is a need for care for school-aged children after school and in the summer while parents work and a need to redistribute existing spaces for extra-family care, according to the survey. The assessment further shows a need to locate child care facilities near home or work.

In addition, Schweinhart's survey indicates the segregation of nursery-school children and day-care-center children is not consistent with other social policies.

"It would be simple and desirable to house both services in the same facilities," Schweinhart concludes.

A total of 68.9 per cent of those responding indicated a need for night care. There are no licensed night care facilities in the community.

Another 35.6 per cent of the returned questionaires showed a need for weekend care. There are no licensed weekend care facilities.

Schweinhart said there are about 100 children's names on waiting lists for day care, but he found there are 186 unused spaces in day care facilities, which may be an indication of the need for a redistribution of day care space.

In further discussion by board members, it was noted transportation and a lack of knowledge about openings also are factors in the non-use of day care facilities.

Sonya Johnson, member of a subcommittee for child care of the Women's Affairs Committee at Indiana University, said a study showed the need for a half-time coordinator. The committee was established by Eva Kagan-Kans, dean for women's affairs at IU.

Mrs. Johnson cited the need for an assessment of the university community's child care needs and the impact on women students, staff and faculty.

There are some moves for the university to adopt a policy in which any employe could petition for time off to work in the cooperative day care facilities with the understanding the time off would be made up, said Mrs. Johnson.

"Now employes have to beg and plead for time off to work in cooperatives," she said.

Dorothy Johnson, member of the child care policy board, provided an assessment of the babysitter course offered under the sponsorship of the board. Instead of two classes a year, she said consideration is being given to offering the course only in the spring of 1975.

Mrs. Johnson said others are offering training in child care, such as the vocational day care course at Bloomington High School North.

Frances Feddersen, board president, announced that Fred Horning, executive director of the Monroe County Community Action Program, will devote a part of the agenda for next Monday night's CAP board meeting to a discussion of day care. All day care directors are invited to the meeting, which is scheduled at 7:30 p.m. at St. Mark's Methodist Church.

Mrs. Feddersen also announced Jim Conners, city court probation officer, is seeking help from social agencies that might use the services of persons under the court's jurisdiction. The court has a new program in which certain types of defendants can work out their sentences in social agencies.